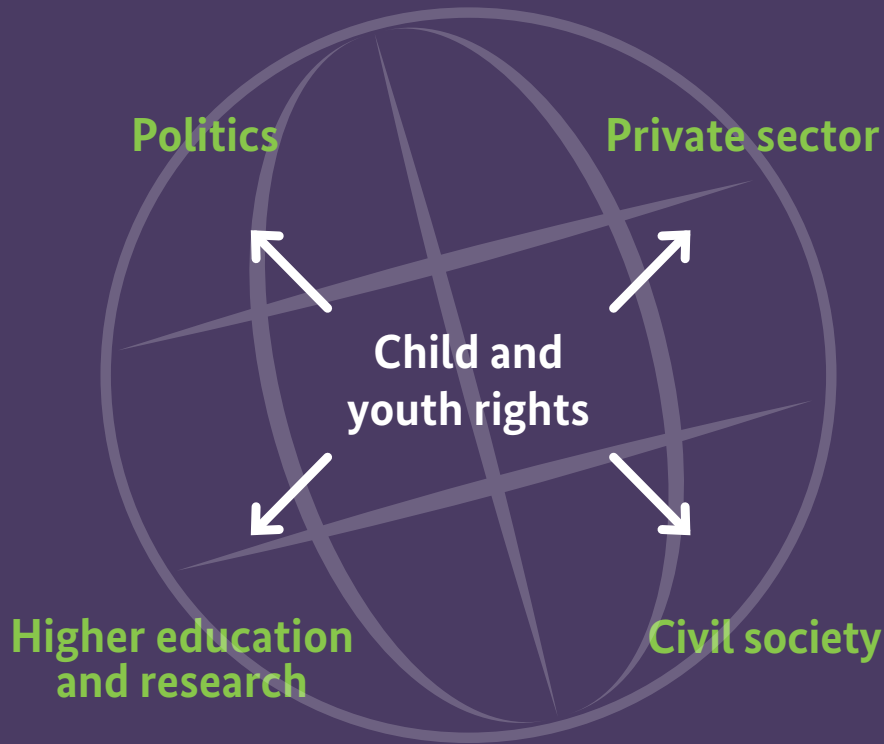




Federal Ministry  
for Economic Cooperation  
and Development



# Children's and young people's rights in development cooperation

Methods and guidelines for practical implementation

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**Introduction**

**Objective of the in-service  
training event**

**Methodology**

**Instructions for conducting  
the training event**



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## Introduction

The United Nations Convention on the Rights of the Child (also known as the UN Child Rights Convention or UN-CRC) is the most widely recognised UN Convention on human rights around the world. Germany and virtually all the countries with which it works as part of German development cooperation<sup>1</sup> have ratified the UNCRC<sup>2</sup> and are committed to implementing it. The Convention was adopted by the UN General Assembly in 1989 and entered into force the following year. It is underpinned by four core principles: non-discrimination; the best rights of the child; the right to life, survival and development; and respect for the views of the child. The individual rights laid down in the Convention's 54 Articles may be summed as the rights to protection, participation, development and empowerment.

Germany recognises its human rights obligations as a state and, as part of its development cooperation (DC), supports cooperation countries in implementing international human rights treaties. In the countries of what is known as the Global South, up to 70% of the population is below the age of 25.

Over recent years, there have been many changes in the discourse surrounding implementation of children's and young people's rights within German DC, with a focus on perceiving children as the holders of their own human rights and on strengthening approaches to development cooperation that are children's rights-based. The human rights strategy of the German Federal Ministry for Economic Cooperation and Development (BMZ)<sup>3</sup>, which includes binding instructions, and the BMZ Position Paper 'Young people in German development policy – a contribution to the implementation of the rights of children and youth'<sup>4</sup> are key foundations here.

1 For a list of German DC cooperation countries, see: [http://www.bmz.de/en/what\\_we\\_do/countries\\_regions/index.html](http://www.bmz.de/en/what_we_do/countries_regions/index.html) (accessed 25 October 2014). This is different from the list of United Nations Member States. For a list of United Nations Member States, see: <http://www.un.org/en/members/> (accessed 25 October 2014).

2 The text of the Convention can be obtained by going to: OHCHR (1989). *Convention on the Rights of the Child*. <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> or <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> (accessed 15 October 2014). For the status of ratifications, go to: <http://indicators.ohchr.org> (accessed 15 October 2014).

3 For further information, go to: [http://www.bmz.de/en/what\\_we\\_do/issues/HumanRights/allgemeine\\_menschenrechte/deutsche\\_entwicklungs-politik/The-BMZ-s-human-rights-strategy/index.html](http://www.bmz.de/en/what_we_do/issues/HumanRights/allgemeine_menschenrechte/deutsche_entwicklungs-politik/The-BMZ-s-human-rights-strategy/index.html) (accessed 16 October 2014).

4 The Position Paper was published in December 2011: BMZ (2011): *Young people in German development policy – a contribution to the implementation of the rights of children and youth*, [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier312\\_12\\_2011.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier312_12_2011.pdf) (accessed 15 October 2014).

This Position Paper highlights inter alia the need for appropriate training provision for national and international experts to enable them to embed children's and young people's rights sustainably in German DC projects and in cooperation countries.

It also makes clear that the UNCRC represents the legal basis for the rights of children and young people up to the age of 18, while other international human rights conventions apply to those aged over 18. Since the group defined in sociological terms as 'young people' is not separately defined in the right context and there are no clear human rights provisions for young people, this paper and the accompanying PowerPoint presentations adopt the linguistic use of the United Nations' Statistics Division, which categorises those aged under 14 as children and those aged between 14 and 21 as young people.<sup>5</sup>

Another aim of implementing the rights of children and young people within German DC is to boost the sustainability and effectiveness of projects, including broadening their reach to achieve greater impact. Many countries have a substantial need for practically applicable knowledge on the rights of children and young people and how to achieve these rights. This methodological guide to organising training events has been developed from this perspective. The starting point is the international human rights protection framework and the linked United Nations Instruments, particularly the work of the UN Committee on the Rights of the Child.<sup>6</sup>

The methodology also draws on the experiences gained from a pilot conducted in 2013/14 in Kyrgyzstan<sup>7</sup>, Guatemala<sup>8</sup> and Burkina Faso<sup>9</sup>. We would like to thank all those involved and, in particular, the participants for their contributions and commitment.

5 *Young people in German development policy – a contribution to the implementation of the rights of children and youth. A BMZ Position Paper. Downloadable from:* [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier312\\_12\\_2011.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier312_12_2011.pdf), p. 4 (accessed 15 October 2014).

6 *The United Nations Committee on the Rights of the Child comprises 18 independent experts who observe and audit implementation of the UN Convention on the Rights of the Child.* <http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx> (accessed 15 October 2014).

7 *GIZ 'Prospects for youth - Youth work: key to development' project.* <https://www.giz.de/en/worldwide/23383.html> (accessed 15 October 2014).

8 *GIZ 'PACE' Programa de Apoyo a la Calidad Educativa' (Programme to Promote Better Education).* <https://www.giz.de/en/worldwide/13711.html> (accessed 15 October 2014).

9 *GIZ PROSAD 'Strengthening the rights of women, children and young people – human rights/sexual health' project.* <https://www.giz.de/en/worldwide/19101.html> (accessed 15 October 2014).



## Objective of the in-service training event

The objective of the training event is, over two and a half days or so, to raise participants' awareness of human rights, international human rights protection and, specifically, children's and young people's rights and to equip them to take greater account of these rights and to apply them in the context of their own work. The training event is designed in particular to provide information and create impetus in the following areas:

- basic knowledge of children's and young people's rights;
- implementation in national contexts;
- reflection on and evaluation of participants' own professional conduct in this area, and;
- examples of interactive practical exercises.

Institutional child protection (often referred to as 'child protection policy') may also be addressed in this context. Rights to participation are a further important element of this methodological introduction.

The training event shows participants ways in which they can act in the context of human rights-based work. The interactive and practical exercises support participants in reflecting on what they have learned in relation to their own work.

Users who already have experience both of DC and of conducting reflective, action-oriented training and who have basic knowledge of children's and young people's rights will be able to work with this methodology. Our experience shows that it is advisable to have a training team made up of trainers of equal status and with local/regional and international expertise.

The target group for this methodological guidance is employees of organisations involved in German and international development cooperation and their partner institutions, including non-governmental organisations, across a range of areas, sectors and levels of work. They may be individuals who interact directly with children and young people or who work in state and non-state organisations and make decisions that impact on the implementation of children's and young people's rights. The exchange of opinions and experience between these very different groups proved particularly fruitful during the pilot phase. It is advisable to limit groups to between 20 and 25 participants.

Children's and young people's rights apply universally. The training event is, therefore, structured to reflect regional and country-specific characteristics and differences. The training team should prepare for these, so the presentations included here are merely examples. The expertise and experience of the participants are a vital element of the training event and should always be brought in through participatory processes or should be allowed to contribute to shaping the way the training event proceeds. Familiarisation with and discussion of regional differences in perceptions of work with children and children's rights can enrich learning and reflective processes. Depending on the participants, the training course can be adapted and regionally focused where necessary (see the section in this chapter on 'Preparing the training event', page 8).

### Human rights education

The aim of human rights education is to promote a culture of human rights. It has two priorities: first, to boost knowledge of human rights and, second, to ensure that these rights are respected and defended. The United Nations Declaration on Human Rights Education and Training<sup>10</sup> is a key document. In particular, it endorses the right to access to human rights education and stresses that individual states bear the prime responsibility for developing and implementing human rights education 'in a spirit of participation, inclusion and responsibility' (Article 7). Under the UN Convention on the Rights of the Child, the States Parties undertake in Article 42 to make the principles and provisions of the Convention widely known by appropriate and active means, which include – in particular – children's rights education and/or general human rights education. This guide makes explicit use of the methodology of children's rights and human rights education.

<sup>10</sup> Available at: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/467/04/PDF/N1146704.pdf?OpenElement> (accessed 15 October 2014).

Human rights education has three dimensions:

### **Education about human rights**

Knowledge, such as knowledge of key human rights protection instruments (conventions and other documents), their content and importance, but also of other underlying values and of the social and historical processes by which human rights have developed.

### **Education through human rights**

Awareness, reflection and discussion of attitudes and behaviours and of the relevance of human rights to participants' individual lives. The form of teaching and learning should respect the rights of all and, therefore, be designed to be as participatory and inclusive as possible.

### **Education for human rights**

Equipping participants to take action and to think in an emancipatory way; boosting empowerment and solidarity with the objective of enabling participants to assert their rights and the rights of others.

It is not always easy to make a clear distinction between these three dimensions of human rights education. A culture of human rights includes processes of education and learning across all three

dimensions. If training is to promote reflection on long-term attitudes, deliver knowledge and develop options for action, it is important that both the content and the methodology reflect learning about, through and for human rights and that human rights education itself is designed to be respectful and learner-centred.<sup>11</sup>

## **Structure and content of the training event**

The training event is broken down into three thematic blocks, reflecting the three dimensions of human rights education.

Day 1 is devoted to the first dimension of human rights education – education about human rights – and, in this specific context, serves to deliver basic knowledge about children's and young people's rights. Day 2 is devoted to reflection by participants on children's and young people's rights in the context of their own work and sphere of influence. The final day of the training event focuses on the approaches and methodology for implementing children's and young people's rights that participants have available, or may develop, in their own personal and professional context.

<sup>11</sup> Source: German Institute for Human Rights: Human Rights Education. <http://www.institut-fuer-menschenrechte.de/en/human-rights-education> (accessed 15 October 2014).

## OBJECTIVE OF THE IN-SERVICE TRAINING EVENT

### **Day 1: Basic information about children's and young people's rights**

Getting to know each other; positioning (bringing in participants' knowledge and experience); awareness raising; 'card game' exercise; presentations on the UN Convention on the Rights of the Child in a human rights context; useful sources for children's rights work.

### **Day 2: Children's and young people's rights, national implementation and reflection in the context of participants' own work**

Presentation on the human rights approach; work with selected human rights instruments (group work on State Reports and Concluding Observations); reflection on children's and young people's rights in the context of participants' own work.

### **Day 3: Approaches, methods and information relating to the practical implementation of children's and young people's rights**

Approaches to implementing children's and young people's rights in the context of participants' own work: developing a plan and building networks.

## Methodology

The detailed guidelines for conducting the training event and the detailed description of the exercises and presentations that pave the way for content inputs are contained in the **methodology**. The **timetable** (p. 10) is a suggested timescale for tackling content and achieving the learning outcomes with a group of between 20 and 25 participants, but where appropriate, facilitators may conduct only specific exercises and focus only on specific inputs. The timetable includes numbers and letters in brackets in the 'Methods' column; these refer to specific inputs and exercises, described from p. 19 onwards. All handouts, presentations and relevant documents are included on the accompanying CD.

In line with the approaches and aims of human rights education, the training event is designed to be open, participatory and enabling. Participants develop their own content, individually and in collaboration with other participants. The training team are completely free to add their own ideas to the exercises and to redesign them or adapt them to their own preferences; trainers should, however, always ensure that exercises reflect local context and the target group. A key condition is that the learning content is adhered to and delivered in a participatory fashion in line with the principles of human rights education.

Region-specific knowledge should be delivered by a local expert within the team of trainers.

## Instructions for conducting the training event

### Preparing the training event

Depending on the participants and their orientation and objectives, the content of the training event should be reviewed for content ahead of time. If participants work on the same project or for the same institution, the event should be geared to issues relevant to them. It is, therefore, advisable to develop a shared understanding of the objectives, content and necessary duration of the training event with the commissioning parties before the event takes place.

Translated materials should be cross-checked with local partners both for linguistic accuracy and for content.

### Regional adaptation

In preparing the content inputs in particular, the training team should focus on and adapt to specific issues and circumstances of children and young people and the level of implementation of the UN Convention on the Rights of the Child at national or regional level.

All States Parties to the UN Convention on the Rights of the Child are required to report every five years to the UN Committee on the Rights of the Child (UN Children's Rights Committee for short) on the level of implementation of the Convention and the situation of children in their country. This is known as the **state reporting procedure**. Alongside the official State Reports, non-governmental organisations also report on their assessment of local situations in what are known as **Parallel Reports**. The UN Children's Rights Committee evaluates these reports and issues **Concluding Observations** which include binding recommendations for improving the situation of children and young people. The State Reports, the Parallel Reports and the Concluding Observations issued by the Children's Rights Committee form crucial material for preparing the training event.

These materials may be viewed on the website of the UN Committee on the Rights of the Child (<http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIntro.aspx>) or at <http://www.bayefsky.com>.<sup>12</sup> The state reporting procedure also forms part of exercise 10 on day 2 of the training event and should be evaluated. For further information on the state reporting procedure, see PowerPoint presentation 2.

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

Depending on how recent the State and Parallel Reports are, it may also be helpful to use the Universal Periodic Review procedure, which involves States submitting reports every five years on the full range of human rights issues and conventions.

Participants' expertise should always be integrated into training courses, which is why the exercises and methods are designed to be interactive and participatory.

Finally, the website of the UN Committee on the Rights of the Child<sup>13</sup> and of BMZ<sup>14</sup> along with information on local and regional institutions may be useful in preparing for the training. Information on the level of implementation of the UNCRC in individual countries is provided by the Child Rights International Network (CRIN)<sup>15</sup>, for example, which gives up to date information by country along with details of the legislation to protect and implement children's rights. Further country-specific information on the situation of children and young people may be found on the UNICEF<sup>16</sup> country pages.

*12 Information on the reports, on national implementation procedures and on national levels of ratification may be taken from PowerPoint presentation 2 on the CD, 'National implementation of children's and young people's rights'. This presentation also illustrates the state reporting procedure: see Chapter 3, page 63.*

*13 For further information, see <http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx> (accessed 15 October 2014).*

*14 For further information, see <http://www.bmz.de/de/index.html> (accessed 16 October 2014).*

*15 The Child Rights International Network was set up in 1995 and is a globally operating network of almost 3,000 organisations. It campaigns for the implementation of and compliance with children's rights within the framework of the UN Convention on the Rights of the Child: it compiles reports and research, develops campaigns, and networks relevant actors at international level. For information on implementation in individual countries and a range of publications, go to: <http://www.crin.org> (accessed 15 October 2014).*

*16 The United Nations Children's Fund (UNICEF) was founded in 1946. Its mission is to realise children's rights around the world. Country-specific information on the situation of children and young people may be found under the following link. <http://www.unicef.org/infobycountry/>*

### Group size, space and equipment

A group of no fewer than 8 to 10 participants, and no more than 20 to 25 participants, will create a good working atmosphere. Small groups formed during the training event should be between three and five in size, as this size allows participants to give mutual support. In the ideal scenario, the location will offer scope for working groups to work simultaneously in separate rooms. The following list refers to the basic equipment that should be available (this list is for 20 participants but can be adapted for differing numbers of participants and resources):

- At least two, and ideally four, pin boards
- At least 10 sheets of wrapping paper the same size as the pin boards
- At least 1, and ideally 2, flipchart(s)
- At least 1 flipchart block or, alternatively, A3-sized paper
- An adequate supply of pens in different colours
- An adequate supply of A4-size white paper
- Facilitation boxes with different coloured facilitation cards, at least one pair of scissors, drawing pins, adhesive tape and glue stick.

### Timetable

The schedule provides for the training event to run for two and a half days. Depending on local conditions, training days begin at 9:30 and finish at 16:30 except for the third day, which finishes at 13:00.

Letters in brackets in the 'Methods' column are designed for easy orientation and refer to the detailed description of the exercise or input in the Annex.



## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

### Day 1: Basic information about children's and young people's rights

Getting to know each other; positioning (bringing in participants' existing knowledge); raising awareness; 'card game' exercise; presentations on the UN Convention of the Rights of the Child in a human rights context; useful sources for children's rights work

| Time                                | Content                                  | Learning outcome   | Methods   | Instructions and logistics   |
|-------------------------------------|--|--|---|--|
| <b>Beginning the training event</b> |  |  |   |  |
| 9:30 - 9:45                         | <b>Welcome (15 minutes)</b>              | The objectives and context of the training event are explained.  | The training team <b>welcomes</b> participants.   | Depending on the setting of the training event, there may be a formal welcome before the training team takes over.   |
| 9:45 - 10:05                        | <b>Large group exercise (20 minutes)</b> | Participants get to know each other and share their attitudes to and knowledge of the area of children's rights.   | <b>Positioning exercise (1)</b>   | Prepare the space in such a way that participants are able to position themselves along a virtual line and have space to move forwards 10 metres.  |
| 10:05 - 10:45                       | <b>Dialogue (40 minutes)</b>             | Participants gain an overview of the aims and timetable for the training event. The training team and participants discuss their expectations and compare them with the training event content.<br><br>Administrative and organisational questions are answered.<br><br>Arrangements for co-operation within the group are agreed. | <b>Presenting the agenda (2)</b><br><br>Introducing participants using the ' <b>Getting to know you' interview (conducted in pairs) (2.1)</b> . A 'quick-fire' round of the participants identifies their expectations of the training event.<br><br>Introducing the ' <b>parking area' (2.2)</b> , which may be displayed on the wall throughout the event and be used to visualise unanswered questions. Changes may be made to it throughout the event.<br><br>The group jointly agrees the ' <b>discussion rules' (2.3)</b> that will apply to their work together over the next three days | <ul style="list-style-type: none"> <li>• Handout A: 'Getting to know you' interview (in pairs)</li> <li>• Prepare the agenda as a handout or display it on a flipchart.</li> <li>• The 'parking area' can be used for questions arising throughout the seminar.</li> <li>• Use the flipchart to agree on arrangements for working together during the training event.</li> </ul> |

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

| Time          | Content                                  | Learning outcome   | Methods  | Instructions and logistics   |
|---------------|--|--|--|--|
| 10:45 - 11:15 | <b>Break (30 minutes)</b>                |  |  |  |
| 11:15 - 12:00 | <b>Large group exercise (45 minutes)</b> | This awareness-raising exercise focuses participants' attention on the very diverse conditions under which individuals live and on inequality of opportunity and enables them to address their own assumptions, prejudices and stereotypes. The exercise is also the ideal basis for introducing the human rights approach.                  | <b>'One step forward' (3)</b><br>Using role play cards for the participants and key questions for the facilitators, this exercise demonstrates that children and young people do not all have the same access to their rights. The causes of exclusion and discrimination are discussed. | Handout B: Role play cards<br>Handout C: Key questions for the training team<br>Role play cards (cut out)<br>List of questions for the training team<br>Soft/relaxing music<br>Open space (e.g. corridor, large room or outdoor space) with enough room for participants to move forward 10 metres   |
| 12:00 - 12:30 | <b>Input 1 (30 minutes)</b>              | Presentation on the UN Convention on the Rights of the Child, its principles and standards, General Comments on Reports, and the relationship between this Convention and other human rights conventions. Detailed information is given on the rights to participation, protection, development and empowerment enshrined in the Convention. | <b>Input 1: What are children's rights? (4)</b><br>Presentation: The basics of the UN Convention on the Rights of the Child  | Laptop and projector<br>Handout D: Abridged version of the UN Convention on the Rights of the Child<br>Handout E: Categories of children's rights (participation, protection and development)<br>Presentation 1 as a hand-out<br>Presentation 1 is included on the CD as a PPTX file. Depending on the target group, the input content should be adapted to regional factors: examples of the situation of children and young people should be taken from the country and/or region where the participants are working. The relevant State Reports, Concluding Remarks by the UN Committee on the Rights of the Child and the outcomes of the UPR procedure support this exercise. |

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

| Time          | Content  | Learning outcome   | Methods  | Instructions and logistics  |
|---------------|--|--|--|---|
| 12:30 - 13:30 | <b>Lunch break (60 minutes)</b>                  |  |  |   |
| 13:30 - 14:00 | <b>Discussion (30 minutes)</b>                   |  | Answering <b>questions arising from the presentation.</b>  | The 'parking area' (2.2) can be used to collect and answer questions.   |
| 14:00 - 14:45 | <b>Small group exercise (45 minutes)</b>         | Participants engage actively with the UN Convention on the Rights of the Child.  | <b>Familiarisation with children's rights (5)</b><br>Group discussion.   | <ul style="list-style-type: none"> <li>• Handout F: Card set</li> <li>• Statement cards and cards with selected Articles from the UN Convention on the Rights of the Child</li> <li>• A4 paper in two colours, e.g. purple and green for the card set</li> <li>• For each group two sets of cards, in different colours</li> <li>• White paper and coloured pens for each group.</li> </ul> |
| 14:45 - 15:15 | <b>Break (30 minutes)</b>                        |  |  |   |
| 15:15 - 15:45 | <b>Small group exercise (30 minutes)</b>         | Reflection on the four core principles of children's rights (non-discrimination; the best interests of the child; the right to life, survival and development; and respect for the views of the child) in the context of participants' own work. | <b>My work and the four core principles of children's rights (6).</b><br>Group discussion.<br>Presentation of results to the large group.  | <ul style="list-style-type: none"> <li>• Handout G: Worksheet</li> <li>• Flipchart or sheets of wrapping paper</li> </ul>   |
| 15:45 - 16:15 | <b>Brainstorming with the group (30 minutes)</b> | Participants gain an overview of the main international organisations working in the area of children's rights.  | <b>Presentation: Useful sources of information on children's and young people's rights (7).</b><br>A list of sources and organisations that may be useful for this work, including examples of implementation.<br>Participants may add to the list over subsequent days. | <ul style="list-style-type: none"> <li>• Laptop and projector to present handout H: Useful information (links contained in the handout may be accessed via an internet connection).</li> <li>• Depending on the participants, the focus of the information can be adapted to participants' interests.</li> </ul>  |

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

| Time  | Content                                    | Learning outcome  | Methods  | Instructions and logistics  |
|---|--|---|--|---|
| <b>Bringing day 1 to a close</b>  |  |   |  |   |
| 16:15 - 16:30   | <b>Large group discussion (15 minutes)</b> | Recapping and reflecting on the day's learning outcomes.  | <b>'Quick-fire' round</b> on the most significant new information participants have acquired during the day.   | Updating the 'parking area'   |
| <b>Day 2: Children's and young people's rights in the context of participants' own work</b><br>Presentation on the human rights approach; work with selected human rights instruments (group work on State Reports and Concluding Observations); reflection on children's and young people's rights in the context of participants' own work. |  |   |  |   |
| <b>Beginning day 2</b>  |  |   |  |   |
| 9:00 - 9:15   | <b>Welcome (15 minutes)</b>                |   | Presenting the day's agenda<br>Answering questions   | As a handout or on a flipchart  |
| 9:15 - 10:00  | <b>Large group exercise (45 minutes)</b>   | Raising awareness of the relevance of human rights. The exercise may also serve as a forum for discussion of clichés. | <b>Photograph exhibition (8.1)</b><br>Participants work alone. Evaluation in the large group.<br><br><b>Alternative exercise: Children's rights bingo (8.2)</b>                    | A set of selected photographs; organisers need to look for and select photographs ahead of the training event.<br><br><b>Alternative exercise:</b><br><ul style="list-style-type: none"> <li>• Handout 1: Children's rights bingo for all participants</li> <li>• Flipchart or display board and wrapping paper</li> <li>• Pens for all participants</li> </ul>   |
| 10:00 - 10:45   | <b>Input 2 (45 minutes)</b>                | Participants gain an overview of how children's rights are implemented in national legislation.                       | <b>Input 2: National implementation of children's and young people's rights (9)</b><br><br>Presentation: Children's and young people's rights at national and decentralised level. | <ul style="list-style-type: none"> <li>• Laptop and projector</li> <li>• Handout 1: State reporting cycle</li> <li>• Presentation 2 as a handout</li> <li>• Presentation 2 is included on the CD as a PPTX file.</li> <li>• Content from this input should be adapted to the regional context. Examples and information on the level of implementation of children's and young people's rights are prepared by the training team to reflect the context represented by the participants.</li> </ul> |

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

| Time                                   | Content                        | Learning outcome   | Methods   | Instructions and logistics  |
|--|--------------------------------|--|---|---|
| 10:45 - 11:15 Break (30 minutes)       |                                |  |   |   |
| 11:15 - 11:45                          | <b>Discussion (30 minutes)</b> |  | Answering questions arising from the presentation.  | The 'parking area' (2.2) can be used to collect and answer questions.   |
| 11:45 - 12:30                          | <b>Group work (45 minutes)</b> | Familiarisation with the state reporting procedure, Universal Periodic Review (UPR) and Concluding Observations by the UN Committee on the Rights of the Child for the relevant country. | <b>Group work on the state reporting procedure (10)</b><br>Familiarisation with human rights instruments.   | Handout K: Group exercises on the state reporting procedure<br>Handout L: State Reporting cycle (handout with extracts from relevant State Report, UPR and Concluding Observations should be prepared and adapted to the specific context).<br>Flipchart or wrapping paper<br>Pens in different colours |
| 12:30 - 13:30 Lunch break (60 minutes) |                                |  |   |   |
| 13:30 - 14:30                          | <b>Input 3 (60 minutes)</b>    | Familiarisation with the human rights approach and the added value of this approach.   | <b>Input 3: The human rights approach and its added value – children's and young people's rights as an interdisciplinary issue (11)</b><br>Presentation: The basics of the human rights approach. | <ul style="list-style-type: none"> <li>• Laptop and projector</li> <li>• Presentation 3 as a handout</li> <li>• Presentation 3 is included on the CD as a PPTX file.</li> <li>• The focus on this input should be adapted to the specific target group.</li> </ul>                                      |
| 14:30 - 14:45                          | <b>Discussion (15 minutes)</b> |  | Answering questions arising from the presentation.  | → The 'parking area' (2.2) can be used to collect and answer questions.   |
| 14:45 - 15:15 Break (30 minutes)       |                                |  |   |   |
|  |                                |  |   |   |



## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

| Time                      | Content   | Learning outcome   | Methods  | Instructions and logistics  |
|---------------------------|---|--|--|---|
| 15:15 - 16:15             | <b>Large group or small group exercise (according to time available) (60 minutes)</b> | The participants develop an understanding of the human rights approach and a feel for the use of human rights instruments and their application in day to day work | <p><b>Understanding the 'right to education' approach to human rights (12.1)</b></p> <p>The right to education is used as an example to help participants to understand the human rights approach and to identify rights holders and duty bearers. Participants compare the Articles on the right to education contained within the UN Convention on the Rights of the Child and in the UN Covenant on Economic, Social and Cultural Rights. They also consider the General Comments as a human rights instrument.</p> <p><b>Alternative exercise:</b><br/><i>(12.2.) General Comment no. 13 of the UN Committee on the Rights of the Child – the child's right to protection against all forms of violence (UN Convention on the Rights of the Child, Article 19)</i></p> | <p>Handout L: Key questions on the 'right to education' approach to human rights</p> <p>Handout M: The right to education</p> <p>Handout N: General Comments</p> <p>General Comment no. 13 of the Committee on Economic, Social and Cultural Rights; General Comment no. 1 of the UN Committee on the Rights of the Child</p> <p>Flipchart or wrapping paper</p> <p>Pens in different colours</p> <p><b>Alternative exercise:</b><br/><i>Handout O: Questions for discussion on Article 19 of the UN Convention on the Rights of the Child plus extract from General Comment no. 13 of the UN Committee on the Rights of the Child</i></p> <p><i>Handout P: Art. 19 of the UN Convention on the Rights of the Child plus excerpt from General Comment no. 13 of the UN Committee on the Rights of the Child</i></p> <p><i>Handout Q: Recommendations on prevention measures outlined by the UN Committee on the Rights of the Child</i></p> <p>Flipchart or wrapping paper</p> <p>Pens in different colours</p> |
| Bringing day 2 to a close |   |  |  |   |
| 15:15 - 16:15             | <b>Large group discussion (15 minutes)</b>  | Recap of the day's learning outcomes.  | <b>'Quick-fire'</b> round on the most significant new information participants have acquired during the day.   | → Updating the 'parking area' (2.2)   |

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

### Day 3: Approaches, methods and information relating to the practical implementation of children's and young people's rights

Approaches to implementing children's and young people's rights in the context of participants' own work; developing a plan and building networks.

| Time                       | Content                                  | Learning outcome   | Methods   | Instructions and logistics   |
|----------------------------|--|--|---|--|
| <b>Eröffnung des Tages</b> |  |  |   |  |
| 9:00 - 9:15                | <b>Welcome (15 minutes)</b>              |  | Presenting the day's agenda<br>Answering questions  | <ul style="list-style-type: none"> <li>• Agenda on a flipchart</li> </ul>  |
| 9:15 - 9:45                | <b>Large group exercise (30 minutes)</b> | Participants identify points of relevance in the seminar programme for their own work. | <b>Musical chairs (13)</b><br>This exercise combines reflection with physical movement and gives all participants an easy opportunity to offer their own views on the subject. It can, therefore, be used as a warm-up to introduce participants to the focus of the day. | <ul style="list-style-type: none"> <li>• Agenda on a flipchart</li> <li>• Music, playback device and speakers</li> <li>• Chairs or space in the room</li> </ul>  |
| 9:45 - 11:00               | <b>Large group exercise (75 minutes)</b> | Participants identify points of relevance in the seminar programme for their own work. | <b>Taking action: designing a planning process (14) part I</b><br>(Voluntary) The large group works on the next stage of implementing children's and young people's rights.   | Handout R: Key questions on designing a planning process<br><ul style="list-style-type: none"> <li>• Handout S: The PATH planning process</li> <li>• 2 display boards and wrapping paper</li> <li>• Pens</li> </ul> Each individual is able to contribute to implementing children's rights as part of their job and their role. |
| 11:00 - 11:30              | <b>Break (30 minutes)</b>                |  |   |  |
|                            |  |  |   |  |

## INSTRUCTIONS FOR CONDUCTING THE TRAINING EVENT

| Time  | Content  | Learning outcome  | Methods  | Instructions and logistics   |
|---|--|---|--|--|
| 11:30 - 12:15                                 | <b>Continuation of large group exercise (45 minutes)</b>     | Die Teilnehmenden wenden das theoretisch erworbene Wissen der Fortbildung an und konkretisieren die Umsetzung der Kinder- und Jugendrechte in ihrem Arbeitskontext. | <b>Taking action: designing a planning process (14) part II</b><br>(Voluntary) The large group works on the next stage of implementing children's and young people's rights.   | Adequate time should be allowed for planning the steps that the participants will follow to implement children's and young people's rights. Depending on the participants, this exercise can be conducted in small groups or individually. It is appropriate for the training team to offer an example.<br><br>The training team should note down the next steps.          |
| <b>Bringing the training event to a close</b> |  |   |  |  |
| 12:15 - 13:00                                 | Participants reflect on what they have learned. (45 minutes) |   | <b>Conclusion and reflection (15)</b><br><b>Hand feedback exercise</b><br>How did I find the training event? What have I learned? What was new? And what did I already know? What can I use and what can I not use? How will I put what I have learned to practical use?<br><b>Alternative:</b><br><b>Evaluation forms (T)</b> | <ul style="list-style-type: none"> <li>• Evaluation and completion of the 'parking area' (2.2).</li> <li>• Flipchart sheets</li> <li>• Pens in different colours</li> </ul> <p><b>Alternative exercise:</b><br/><i>Participants may be given evaluation forms (T) to evaluate the entire training event. The evaluation forms are included on the CD as handout T.</i></p> |
| 13:00   | <b>End of training event</b>                                 |   |  |  |



# Day 1

Exercises and handouts:

**Day 1: Basic information  
about children's and young  
people's rights**



## Exercises and handouts

### Day 1: Basic information about children's and young people's rights

#### 1. Positionierung

##### **Objective:**

The positioning exercise enables participants to reflect on their own expertise and views in the area of children's and young people's rights and to share these with the group. It also allows participants to get to know each other.

##### **Time:**

20 minutes

##### **Materials and equipment:**

- Position cards
- List of questions

##### **Preparation:**

Prepare two position cards, one saying ' Yes (on a scale of 1 – 100) and the other saying ' No (0) ', and display these in the room at some distance from each other.

##### **Instructions:**

The training team asks questions that the participants answer silently by positioning themselves on a virtual line between the two possible scales.

As well as positioning themselves at one end of the virtual line, participants may also position themselves at different points along it, indicating that they neither wholly agree nor wholly disagree or that the situation is not as polarised or as clear-cut as the question suggests. The exercise may also be conducted using a barometer or a numerical scale or by asking participants to use different corners of the room.

By asking participants why they have positioned themselves as they have, the training team is able to identify specific responses and to get to know the participants. Depending on the context, it is not always necessary to question individuals; instead, responses can be elicited from a group that has positioned itself at a similar point, avoiding putting an individual on the spot. The number and type of questions may vary and may, for example, focus more on helping the group members to get to know each other than on existing specialist knowledge. Group members may also, however, be given an opportunity to get to know each other in a prior introductory session.

**Sample key questions:**

- Did you have your own desk when you were a child?
- Did you have a playroom when you were a child?
- Did you grow up in a large household?
- Did you get lots of support when you were at school?
- Did you have a long journey to school?
- Have you previously dealt with the area of children's and young people's rights in your work?
- Do you work directly with children and young people?
- How 'fit' do you feel for the next three days and for your work in the area of children's and young people's rights? Pick a point on a scale ranging from 0 ('unfit') to 100 ('fit').

## 2. Presenting the agenda

The short version of the agenda can be distributed to participants. Alternatively, the agenda can be written up on a flip-

chart so that participants can refer to it throughout the training event.

### **Day 1: Basic information about children's and young people's rights**

Getting to know each other; positioning (bringing in participants' existing knowledge and experience); awareness raising; 'card game' exercise; presentations on the UN Convention on the Rights of the Child in a human rights context; useful sources for children's rights work.

### **Day 2: Children's and young people's rights, national implementation and reflection on the context of participants' own work**

Presentation on the human rights approach; work with selected human rights instruments (group work on State Reports and Concluding Observations); reflection on children's and young people's rights in the context of participants' own work.

### **Day 3: Approaches, methods and information relating to the practical implementation of children's and young people's rights**

Approaches to implementing children's and young people's rights in the context of participants' own work: developing a plan and building networks.

## 2.1. 'Getting to know you' interview (in pairs)

### Objective:

Interviewing each other in pairs enables participants to get to know each other better. These interviews also help:

- to break the ice
- to enable participants to establish connections with each other
- to provide an easy introduction to the subject matter
- to shed light on participants' motivation and possible ambivalence towards the subject matter

### Time:

30 minutes (may vary considerably depending on the number of participants)

### Materials and equipment:

- Handout A: Interview questions – for all participants
- Pens for all participants

### Preparation:

Every participant is given a copy of handout A.

### Instructions:

Participants divide into pairs (ideally, the members of each pair should not already know each other) and have five minutes to complete handout A. This requires them to interview each other and to

answer the questions on the handout on their partner's behalf.

Participants should focus on the key points; they do not need to write down their partner's entire CV. Each person should take about a minute to find out about their partner, and once the participants have completed the handout, the group re-forms.

Participants then take it in turns to present each other to the group (for example 'Hello, I'd like to introduce ... to you today.')

Provided the participants agree, the interview sheets can be displayed on a pin-board or hung from a piece of string in the room, so that all participants can read them during a break.

## 2.2. 'Parking area'

On the first day of the training event, what is known as a 'parking area' can be created to serve as a collection point for questions and expectations that arise during the event but may not be addressed explicitly as part of the subject matter. These questions can then be answered during the event or participants can be told that they will be given information at a later date. A pin-board

**Handout A: 'Getting to know you' interview (in pairs)***Interview questions:*

- What is your name? What does your given name and/or your family name mean?
- What organisation do you work for (whether employed, self-employed or a volunteer)? And in which area do you work?
- What is your connection with and access to the area of human rights/ children's rights? What prompted you to get involved in human rights?
- What are you expecting from this training event? Please write a sentence, e.g. 'I will go home having learned something/stimulated/in a good mood if ...'
- Tell me one thing that you would like to bring to the training event ...

with wrapping paper is a good means of creating this 'parking area'. The pin-board should be available and visible throughout the training event. At the end of each day, the trainers can look at what has been written on it and delete questions that have now been answered or add new questions.

### 2.3 'Discussion rules'

Agreeing the 'discussion rules' aids cooperation during the training event. These rules are agreed with the participants and written up on a flipchart so that everybody can see them throughout the event.

It should be left to the group to decide on which rules to adopt.

#### **Sample 'discussion rules':**

- I will speak for myself.
- I will decide what I share about myself.
- I will decide how I get involved in discussions.
- I will set my own boundaries.
- I will not judge other participants and their contributions.
- I will turn off my mobile phone.
- ...

### 3. 'One step forward'<sup>17</sup>

#### Objective:

This exercise offers a general introduction into the area of human rights. This exercise helps participants to imagine themselves in other roles and other lifestyles. The exercise addresses areas such as social inequality, discrimination and exclusion. The objective is to promote empathy towards people in a wide range of situations, to raise participants' awareness of inequality of opportunity in society, and to create connections with human rights.

#### Time:

45 minutes

#### Materials and equipment:

- Handout B: Role play cards
- Handout C: Key questions
- Soft/relaxing music (optional)
- An open space (a corridor, large room or outdoor space)

#### Preparation:

- Read the exercise through carefully. Go through the list of roles and statements and adapt them to your group.

- All participants must have enough room to stand in a line and be able to move forward at least 10 metres.
- The training team produces one role play card for each participant. You should ensure that the cards and list of statements are appropriate for your local context.
- Each participant receives a role play card that describes a particular situation. Participants should read their card but not (yet) share this information with other participants.

#### Instructions:

The training team explains to the participants how the exercise will be conducted. Participants are given a particular role (e.g. a specific age or gender), and it is important for the exercise that they engage with the role as well as coming out of the role at the end of the exercise. The role cards give only minimal information, and participants themselves have to flesh out the description of the role. There are no wrong or right answers. Some participants may find it difficult to adopt a particular role. Any resistance can be addressed in one to one conversations. Participation should be voluntary. The

<sup>17</sup> Adapted from the German Federal Agency for Civic Education (bpb), German Institute for Human Rights, Council of Europe (ed.) (2005): *Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit* (German). [http://kompass.humanrights.ch/cms/upload/pdf/ch/ue\\_15\\_Stepnachvorn.pdf](http://kompass.humanrights.ch/cms/upload/pdf/ch/ue_15_Stepnachvorn.pdf) (accessed 15 October 2014). This material is available in a range of languages: see [http://www.hrea.org/index.php?base\\_id=104&language\\_id=1&erc\\_doc\\_id=1468&category\\_id=&category\\_type=&group](http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=1468&category_id=&category_type=&group) (accessed 16 October 2014).



## EXERCISES AND HANDOUTS: DAY 1

group is asked to focus on the exercise; the training team may also use soft background music to create a relaxed atmosphere.

The training team distributes the role cards to the participants at random. The participants keep their card to themselves and do not show it to anyone

else. The training team encourages the participants to engage actively with the role they have been allocated. The following questions may help participants to get into their roles. There should be a short pause after each question so that everyone has time to envisage him- or herself and his or her role:

- What was your childhood like?
- What kind of house did you live in?
- What sort of games did you play?
- What work did your parents do?
- What is your day to day life like? Where do you meet your friends? What do you do in the mornings/the afternoons/the evenings?
- How would you describe your lifestyle? Where do you live? What is your monthly salary? What do you do in your leisure time? How do you spend your holidays?
- What excites you? And what scares you?

All participants then stand silently in a line; there must be adequate space for this (for example, in a foyer, out of doors, etc.).

Participants should still not be telling others about their role.

Explain that you will now read aloud a list of key questions.

If a participant can answer 'yes' to a question in his or her role, he/she takes one step forward. If not, he/she does not move.

At the end of the exercise, all participants should note the position in which they have ended up.

**Evaluation:**

As soon as the key questions have been read out (Step 1), there should be a short initial evaluation of the exercise with participants remaining in their positions and roles. A full evaluation will take place within the large group. Give the participants a few minutes to come out of their roles before they reconvene as a group (Step 2). In Step 1, the training team asks participants questions about their role, their position and how they perceive their own situation. At this stage, the participants are still in their roles. For further discussion within the large group (Step 2), it is important to ask the participants to come out of their roles, for example

**Step 1:**

*Evaluation questions (while participants are still in role):*

- How do you feel in your current position? (Start with the participants who are furthest back, then those in the middle and finally those who are furthest forward.)
- How did you feel when others passed you/remained behind?
- When did you notice that others were not moving forward as quickly as you were?
- Can anyone guess the role taken by the other participants? (At this stage, participants can reveal their roles.)

by saying something like ‘Moving from your current position means you are now setting aside your role and returning to your seat as yourself.’ The group can then reflect on the extent to which the picture that emerges reflects their society, how individual questions relate to human rights, and – more generally – how the participants feel about the exercise. It is important to include in the evaluation a discussion of where participants’ knowledge or assumptions about the

role they were playing have come from – from personal experience or from other information.

**Step 2:**

*Large group evaluation questions (participants are no longer in their roles):*

- What do you think of this exercise?
- How easy or difficult did you find it to play your role? How did you imagine the person you were representing?
- Did you feel at any point that your human rights were being breached?
- Which of your human rights were threatened?
- What would have had to happen for those who were furthest behind to be able to move forward? What could be done to eliminate the inequality as far as possible?
- Does this exercise reflect society? If so, to what extent?
- What steps could be taken to tackle social inequality? And who should be taking these steps? (Refer here to those in the front rows - those who have responsibilities - and the gap between them and those in the back rows.)

**Important!**

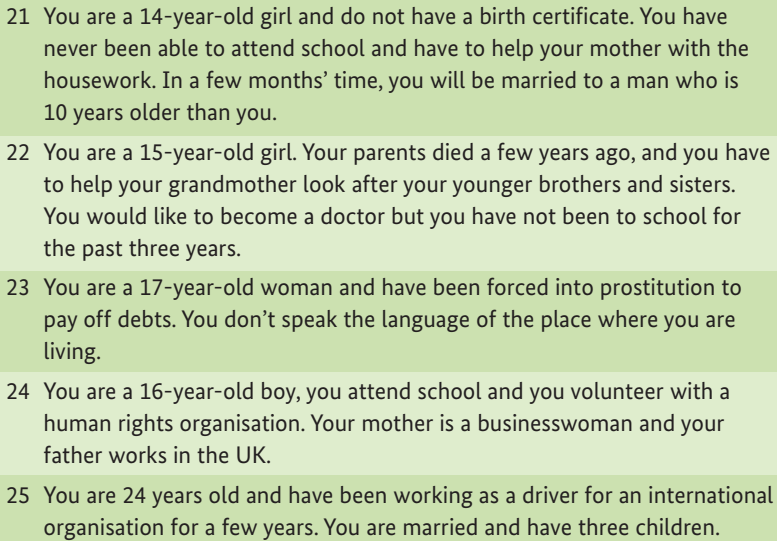
You will not know anything about the personal situations of any of the participants, so you may occasionally find that participants react strongly. It is particularly important in this exercise to deal sensitively with participants, because the role they are asked to play may bring back memories of particular experiences and of the emotions those experiences triggered. If necessary, the follow-up phase should be extended so that you can engage with the participants and ensure that they really have come out of their roles.

The strength of this exercise is participants' perception of the growing distance between them, particularly towards the end of the exercise when the distance between those who have taken many steps forward and those who have made only a few is particularly large.

**Handout B: Preparing the role play cards**

*Role play cards (to be adapted to local circumstances)*

- 1 You are an unemployed single mother.
- 2 You are the daughter of the local bank manager. You are at university studying Business Studies.
- 3 You are a young man who uses a wheelchair.
- 4 You are a middle-aged prostitute and HIV-positive.
- 5 You are the daughter of the US ambassador to the country in which you live.
- 6 You are a 22-year-old lesbian.
- 7 You are a 22-year-old homeless man.
- 8 You are a soldier.
- 9 You are 17 and have not completed your basic education.
- 10 You are an unemployed teacher in a region in which you do not speak the official language fluently.
- 11 You are a young man and have no official papers (that is, you are not formally entitled to reside in the country or region where you are living).
- 12 You are a young man with a history of migration and you run a successful fast food stall.
- 13 You are a woman who owns a successful import/export company.
- 14 You are a female artist and dependent on heroin.
- 15 You are a 35-year-old musician and six months pregnant.
- 16 You are a 31-year-old man with Down's syndrome.
- 17 You are a 22-year-old woman who has just come out of prison.
- 18 You are 10 years old and live in the countryside. You have three brothers and a sister.
- 19 You are 15 years old. Your parents were killed in a car accident, and you live in residential accommodation.
- 20 You are a 13-year-old girl living in the countryside and have been deaf since birth. You have never been able to attend the village school.

- 
- 21 You are a 14-year-old girl and do not have a birth certificate. You have never been able to attend school and have to help your mother with the housework. In a few months' time, you will be married to a man who is 10 years older than you.
  - 22 You are a 15-year-old girl. Your parents died a few years ago, and you have to help your grandmother look after your younger brothers and sisters. You would like to become a doctor but you have not been to school for the past three years.
  - 23 You are a 17-year-old woman and have been forced into prostitution to pay off debts. You don't speak the language of the place where you are living.
  - 24 You are a 16-year-old boy, you attend school and you volunteer with a human rights organisation. Your mother is a businesswoman and your father works in the UK.
  - 25 You are 24 years old and have been working as a driver for an international organisation for a few years. You are married and have three children.

**Key questions - 'One step forward' (Handout C – for the training team):<sup>18</sup>**

1. You have never faced serious financial difficulties.
2. You live in a house with a telephone and a television.
3. You feel that the society in which you are living respects your language, religion and culture.
4. You feel that your opinion on social and political issues counts and that people listen to your views.
5. Other people seek your advice on a range of issues.
6. You are not scared of police checks.
7. You know where you can go to get help and advice.
8. You have never felt that people discriminate against you on the basis of your background.
9. Your social and medical needs are adequately met.
10. You are able to go on holiday.
11. You are able to invite family members to your home for a meal.
12. You have an interesting life and are confident about your future.
13. You feel that you are able to go to university and follow the career of your choice.
14. You are not scared of being harassed or attacked on the street.
15. You are able to vote in national and local elections.
16. You are able to celebrate the main (religious) festivals with your family and friends.
17. You are able to attend an international seminar held abroad.
18. You are able to go to the cinema or the theatre.
19. You are not worried about your future.
20. You are not ashamed of the way you dress.
21. You are free to fall in love with anyone you want.
22. You feel that your knowledge and skills are recognised in the society in which you live.
23. You have access to the internet.
24. Media coverage of people like you is respectful.

<sup>18</sup> Partially adapted from the German Federal Agency for Civic Education (bpb), German Institute for Human Rights, Council of Europe (ed.) (2005): *Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit* (German). [http://kompass.humanrights.ch/cms/upload/pdf/ch/ue\\_15\\_schrittnachvorn.pdf](http://kompass.humanrights.ch/cms/upload/pdf/ch/ue_15_schrittnachvorn.pdf) (accessed 15 October 2014).

## 4. Input 1: What are children's rights?

### Objective:

This presentation outlines the way in which the United Nations' human rights protection system operates, particularly the provisions and mechanisms of the UN Convention on the Rights of the Child.

### Time:

60 minutes, including discussion

### Materials and equipment:

- Laptop and projector
- Handout D: Abridged version of the UN Convention on the Rights of the Child
- Handout E: Categories of children's rights
- Presentation 1 as a handout
- Presentation 1 is included on the CD as a PPTX file.

### Child-friendly versions

Child-friendly versions of the UN Convention on the Rights of the Child can be downloaded, printed and distributed to participants using the following links:

#### **German**

[http://www.compasito-zmrb.ch/fileadmin/media/compasito-zmrb.ch/KRK\\_kinder\\_s\\_312\\_315.pdf](http://www.compasito-zmrb.ch/fileadmin/media/compasito-zmrb.ch/KRK_kinder_s_312_315.pdf)

#### **English, French and Russian**

[http://www.hrea.org/index.php?base\\_id=104&language\\_id=1&erc\\_doc\\_id=4876&category\\_id=747&category\\_type=2&group](http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=4876&category_id=747&category_type=2&group)



**Handout D: Convention on childrens rights<sup>19</sup>**

Preamble

Part I

Art. 1 Applicability to children, definition of the child

Art. 2 Compliance with children's right to non-discrimination

Art. 3 Best interests of the child

Art. 4 Protection of children's rights

Art. 5 Respecting parents' rights

Art. 6 Right to life

Art. 7 Registration, name, nationality

Art. 8 Identity

Art. 9 Separation from parents, contact with parents

Art. 10 Family reunification, cross-border contacts

Art. 11 Illegal abduction of children to another country

Art. 12 Respect for the views of the child

Art. 13 Freedom of expression and access to information

Art. 14 Freedom of thought, belief and religion

Art. 15 Freedom of association and assembly

Art. 16 Right to privacy and reputation

Art. 17 Access to the media; protecting children and young people

Art. 18 Responsibility for children's welfare

Art. 19 Protection from violence, abuse and neglect

Art. 20 Children living apart from their family

Art. 21 Adoption

Art. 22 Refugee children

Art. 23 Support for children with disabilities

Art. 24 Health care provision

Art. 25 Shelter away from home

Art. 26 Social security

Art. 27 Adequate standard of living; maintenance

Art. 28 Right to education, and to attend school, vocational education and training

<sup>19</sup> The Convention is available on the United Nations website at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> (accessed 15 October 2014).

- Art. 29 Goals of education; educational institutions
- Art. 30 Protection of children from minority groups
- Art. 31 Participation in leisure, cultural and artistic activities; state support
- Art. 32 Protection from economic exploitation
- Art. 33 Protection from drugs
- Art. 34 Protection from sexual abuse
- Art. 35 Protection from abduction and trafficking
- Art. 36 Protection from other forms of exploitation
- Art. 37 Prohibition of torture, capital punishment, life imprisonment; right to legal assistance
- Art. 38 Protection from armed conflict, conscription into the armed forces
- Art. 39 Recovery and reintegration of child victims
- Art. 40 Treatment of children in criminal law and criminal proceedings
- Art. 41 Respect for superior national standards

#### Part II

- Art. 42 Duty to make children aware of their rights
- Art. 43 Establishment of a Committee on the Rights of the Child
- Art. 44 Reporting obligations
- Art. 45 Cooperation with other agencies of the United Nations

#### Part III

- Art. 46 Signature
- Art. 47 Ratification
- Art. 48 Accession
- Art. 49 Entry into force
- Art. 50 Amendments
- Art. 51 Reservations
- Art. 52 Denunciation
- Art. 53 Depositary
- Art. 54 Authentic version; binding wording

### Handout E: Categories of children's rights and illustrations of how these can be implemented

#### Categories of rights

**Rights to protection:** protection from all forms of physical and mental violence and from exploitation.

**Rights to culture, information and participation:** the right to be heard and to be taken seriously as separate legal entities; the right to be involved in all measures affecting children; the right to participate and have a say in society and politics.

**Rights to development and provision:** the right to acquire knowledge and skills essential to development and self-sufficiency.

#### Illustrative implementation measures

The prohibition of, and measures to combat, exploitative child labour and child trafficking and corporal punishment in schools and within the family; effective measures to combat child marriage; judicial and penal procedures tailored to the needs and rights of children and young people.

Age-appropriate presentation of relevant information; active involvement of children and young people in measures that affect them; involvement and influence in schools; the establishment at municipal level of agencies and other forms of co-determination and political involvement for children and young people.

Establishment of an accessible system for registering births; effective measures to combat neonatal and infant mortality; universal access to free, inclusive basic education; relevant provision of education and advice, e.g. from qualified social workers.

*Adapted from: BMZ (2011) Young people in German development policy – a contribution to the implementation of the rights of children and youth, p. 9., [http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier312\\_12\\_2011.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier312_12_2011.pdf), p. 9 (accessed 16 October 2014).*

## 5. Familiarisation with children's rights

### Objective:

The aim of the exercise is to familiarise participants with the content and key Articles of the UN Convention on the Rights of the Child.

### Time:

45 minutes

### Materials and equipment:

- Handout F: Card set (in two colours) for four or five small groups
- Two sets of cards in different colours with Articles from the UN Convention on the Rights of the Child and question cards for each small group
- White paper and coloured pens for each group

### Preparation:

- Divide participants up into small groups
- Prepare question cards (e.g. green) and statement cards with selected Articles from the Convention (e.g. purple) for each group and distribute a set of cards to each group.

### Instructions:

- The card sets can most effectively be used in a group of about five people.
- The cards are divided into two piles: one pile with Articles from the Convention on the Rights of the Child and the other pile with questions designed to stimulate discussion. Participants take it in turns to draw a green question card and a purple statement card on this Article.
- Tell the participants that they have about 40 minutes for group discussion. The group decides how it spends its time and it does not have to draw and discuss all the cards in the set.
- The first person begins by drawing and reading out a card with an Article from the Convention and a question card. Sometimes, the question card will not be appropriate for the Article on the card that the group member has drawn. In this case, he or she should draw again.
- The set also includes a blank card; the person who draws this card may ask his or her own question.

- Participants discuss the issue and try to reach a position on it by engaging in a discussion of the provisions of the UN Convention on the Rights of the Child. There are no wrong or right answers!
- When nobody has anything further to say, the next person draws a card from each pile. Thus, in each round of discussion, each participant draws one green and one purple card.

### **Evaluation:**

The training team gives close support to the groups during this exercise. Key questions may be answered within the small group. The outcomes of the small group discussion are not presented to the other participants, but relevant issues and questions may subsequently be addressed within the large group or noted in the 'parking area'.

### Handout F: Cards with selected Articles from the UN Convention on the Rights of the Child

#### Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's (...) colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

#### Article 6

1. States Parties recognize that every child has the inherent right to life.  
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

#### Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

#### Article 12

1. States Parties shall assure to the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.  
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

**Article 13**

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and import information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art or through any other media of the child's choice.

**Article 14**

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

**Article 15**

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

**Article 16**

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

**Article 22**

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

**Article 23**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

**Article 26**

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

**Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) make primary education compulsory and available free to all;
- (b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) make higher education accessible to all on the basis of capacity by every appropriate means; (...)

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

**Article 30**

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

**Article 31**

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, and to participate freely in cultural life and the arts.



**Article 32**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

**Article 34**

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) the inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) the exploitative use of children in prostitution or other unlawful sexual practices;
- (c) the exploitative use of children in pornographic performances and materials.

**Article 37**

States Parties shall ensure that:

- (a) no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) no child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time; (...)

**Article 38**

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

**Article 40**

1. States Parties recognize the right of every child alleged as, accused of or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others, and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

## 2. Question cards

Do children need more protection than adults to be able to enjoy this right?

Do you know of a country in which this right is not protected?

How would you explain this right to a primary school child who does not understand the way it is currently formulated?

How would your life be different if you did not have, or had not had, this right?

How would you design a TV or radio advert for this right?

Should a country that denies its children this right receive support from other countries?

Is this right recognised around the world?

Is this right really a universal right or is it alien to some societies?

Where in your day to day life is this right breached?

Should your country break off diplomatic relations with a country that does not enforce this right?

## EXERCISES AND HANDOUTS: DAY 1

As far as you know, is there an organisation devoted specifically to enforcing this right?

What part might this right play in your work?

What scope is there for protecting this right  
a) in your country and  
b) around the world?

Do you have any ideas for illustrating this human right?

How can governments ensure that this right is complied with?

Are there situations in which children are being denied this right?

In your view, what does this right entail?

How would you describe this right in your own words?

Do you think this right is more important than others?

Would your life be substantially different if this human right had not been realised? If so, how?

What possible reasons might there be for the fact that this right is not yet realised around the world?

## 6. My work and the four core principles of children's rights

### Objective:

Participants deepen their understanding of the four core principles of the UN Convention on the Rights of the Child in the context of their own work. They become more aware of the relevance of children's and young people's rights to their own working environment. Group work and key questions make it easier for participants to see where the principles of children's rights bear on their work, something that is not always immediately obvious.

### Time:

30 minutes

### Materials and equipment:

- Handout G: Worksheet on the four core principles of children's rights
- Flipchart or sheets of wrapping paper

### Preparation:

- The questions on the handout can be written on the flipchart and placed where they are visible to everyone.
- Divide the participants into small groups of between three and five.
- Each participant is given a handout.
- Depending on the make-up of the participants, it may be advisable to manage the division into small groups:
  - if the participants are homogenous, the small groups can work on the interface in relation to their own area of work;
  - if the participants are very heterogeneous and include different professional groups or institutions, it may be advisable to intervene to ensure that the small groups are as homogenous as possible with regard to their working environment.

### Key questions:

- Are there obvious overlaps between your work and the principles of children's rights?
- Which children's and young people's rights are already being respected in your work? Is this happening directly or indirectly?

**Instructions:**

- The training team explains that in many cases, young people are affected directly or indirectly by a range of projects and measures, etc. In many cases, project teams are already working directly or indirectly with children and young people as a target group, although without having adopted an explicitly rights-based approach. Here, the participants work on the possible impact of such activities, projects, etc.
- First, each participant is given about five minutes to complete the handout individually and without reference to other group members.
- In the second stage, the small groups consider where there is scope for integrating children's and young people's rights in their work. Using the four core principles of children's rights, the group devises ideas for implementing the UN Convention on the Rights of the Child.
- The outcomes of the small group discussions are displayed on a flip chart or on wrapping paper and presented to the other participants.

**Auswertung:**

In the large group, participants share their views on and knowledge of tackling these questions.

Was it easy or difficult to make a connection between your work and the four core principles of children's rights?

**Handout G: My working context and the four core principles of children's rights**

What obstacles are you aware of to the implementation of children's and young people's rights in your work in relation to the four core principles of children's rights?

What could you do to support their implementation?

The right to non-discrimination

The best interests of the child

The right to life, survival and development

Respect for the child's opinion and will

## 7. Presentation: Useful sources of information on children's and young people's rights

### Objective:

Participants gain an overview of key international organisations and instruments. Participants themselves may add to the list.

### Time:

30 minutes

### Materials and equipment:

- Laptop, projector
- Handout H: Useful information

### Preparation:

- Each participant is given a copy of the handout, ideally in electronic form as well as in hard copy.
- It may be useful to adapt the focus of the information gathering exercise, depending on the participants.

### Instructions:

- Present handout H, ideally using the internet and a projector.
- Get the large group to brainstorm the international and national organisations they know that work in the area of implementing children's and young people's rights and that have not yet been mentioned.
- If necessary, the training team adds further organisations to the list.
- Instead of presenting individual organisations and materials, the presentation of information may be more detailed and focus more on methods, tools and positions within German development cooperation.
- Important: check the links in the presentation regularly, as they change frequently.

### Further information on children's and young people's rights nationally and internationally

The following chapters from the EU-UNICEF Child Rights Toolkit offer a critical look at resources and data on children's and young people's rights at national and international level:

- Tool 1: chapters 3 and 4 (<http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module1-Web-Links.pdf>, p. 12ff.)
- Tool 1: Tool 1.1 (<http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module1-Web-Links.pdf>, p. 31)



### **Handout H: Useful information on children's and young people's rights**

*Information gathering with a focus on children's rights, as at 15 October 2014*

#### **Children's rights within the United Nations' human rights protection system**

##### **UN Convention on the Rights of the Child and the Treaty Body**

Convention on the Rights of the Child (CRC)/Committee on the Rights of the Child (CRC)

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

The website of the Office of the High Commissioner for Human Rights includes not only information on the UNCRC and its optional protocols but also comprehensive documentation on the work of the UN Committee on the Rights of the Child. The electronic documents available include reports on the state reporting procedure (sessions), the conference proceedings and two-yearly reports submitted to the General Assembly, and the general comments.

##### **United Nations Treaty Collection**

The Convention on the Rights of the Child entered into force on 2 September 1990 (5 April 1992 in Germany). There are 194 States Parties (as at 30 July 2014).

[http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-11&chapter=4&lang=en](http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=en)

##### **United Nations electronic document archive**

The Committee's documents all bear a signature, or symbol, which begins with the abbreviation CRC/C.

<http://documents.un.org/>

### **UN Human Rights Council**

Special reporting by the Human Rights Council Special Rapporteur on the sale of children, child prostitution and child pornography.

<http://www.ohchr.org/EN/Issues/Children/Pages/ChildrenIndex.aspx>

### **UN Secretary-General**

Special Representative of the UN Secretary-General for Children and Armed Conflict.

<http://childrenandarmedconflict.un.org>

Special Representative of the UN Secretary-General on Violence Against Children.

<http://srsg.violenceagainstchildren.org/>

### **UNICEF**

UNICEF, the United Nations Children's Fund, was set up in 1946 to implement children's rights around the world.

### **UNICEF United Nations Children's Fund**

<http://www.unicef.org>

### **UNICEF Deutschland (German)**

[www.unicef.de](http://www.unicef.de)

### **UNICEF Office of Research**

The UNICEF Innocenti Research Centre in Florence was set up in 1988 and promotes international understanding of issues relating to children's rights.

<http://www.unicef-irc.org>

### **EU-UNICEF/Child Rights Toolkit: Integrating Child Rights in Development Cooperation**

The toolkit provides a range of tools and practical advice for promoting children's and young people's rights, including through bilateral and multi-lateral development aid projects.

<http://www.unicef.org/eu/crtoolkit/>

### **Children's rights in German development policy**

#### **German Federal Ministry for Economic Cooperation and Development (BMZ)**

BMZ has published a number of policy papers, including:

BMZ (2011): Young people in German development policy - a contribution to the implementation of the rights of children and youth.

[http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier312\\_12\\_2011.pdf](http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier312_12_2011.pdf)

BMZ (2014): Gender equality in German development policy. Cross-sectoral strategy.

[http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier341\\_02\\_2014.pdf](http://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier341_02_2014.pdf)

#### **KfW Development Bank**

Germany's KfW Development Bank is part of the KfW Group. Its main commissioning party is the BMZ, but KfW Development Bank also works on behalf of other German Government departments, including as the Federal Foreign Office, the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB) and the Federal Ministry of Education and Research (BMBF). The European Commission and other national governments also commission KfW Development Bank to implement their development cooperation projects with the help of local partners.

<https://www.kfw-entwicklungsbank.de/en>

## GIZ

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is the organisation that implements international cooperation programmes for sustainable development on behalf of the German Federal Government. Its areas of specialist expertise include human rights and children's and young people's rights:

<http://www.giz.de/expertise/html/5172.html>

<http://giz.de/expertise/html11804.html>

GIZ also works in other key multidisciplinary areas that require close coordination with the area of children's and young people's rights, such as human rights, gender equality and women's rights, the rights of indigenous peoples, inclusion of people with disabilities, poverty reduction, political participation, anti-corruption, and accountability.

<http://www.giz.de/en/html/index.html>

## **Non-governmental organisations (NGOs) and NGO networks**

### **International**

#### **Child Rights Connect (formerly the NGO Group for the Convention on the Rights of the Child)**

Child Rights Connect is a network of 80 national and international NGOs that campaign for the implementation of the rights enshrined in the UN Convention on the Rights of the Child. The network's role includes supporting national NGOs in drawing up parallel reports and it publishes its own 'Guides to Reporting').

<http://www.bettercarenetwork.org/NGOGroup/>

### **Child Rights International Network (CRIN)**

CRIN is a global network of NGOs that campaign for children's rights and child protection. Its website provides country-specific information on particular themes, documentation relating to national NGO parallel reports, and a database of legal judgments.

<http://www.crin.org>

### **National**

#### **National Coalition for the Implementation of the UN Convention on the Rights of the Child in Germany**

This organisation brings together more than 100 organisations and initiatives working in different sectors of society across Germany. These are all aiming to raise awareness of the UN Convention on the Rights of the Child and advance its implementation in Germany. The NC coordinates parallel reporting by NGOs in Germany. Its publications include a series on implementing the UN Convention (in German).

<http://www.netzwerk-kinderrechte.de/> (German)

### **National human rights institutions**

#### **United Nations Human Rights**

There are many different national human rights institutions in more than 100 countries around the world. What they all have in common is that they comply with the international standard adopted by the United Nations in 1993, commonly known as the Paris Principles.

<http://www.ohchr.org/en/countries/nhri/pages/nhrimain.aspx>

### **German Institute for Human Rights**

The Institute was set up as a charitable body on 8 March 2001 on the basis of a December 2000 resolution by the German parliament. As Germany's independent national human rights institution, it has United Nations 'A' status in accordance with the Paris Principles.

<http://www.institut-fuer-menschenrechte.de/en/homepage>

### **Human rights education**

#### **Compass – human rights education for school and extra-curricular work with young people and young adults**

[http://kompass.humanrights.ch/cms/front\\_content.php](http://kompass.humanrights.ch/cms/front_content.php)

Compass is available in Arabic, English, French and Russian at:

<http://eycb.coe.int/compass/>

#### **Compasito – human rights education for children**

<http://www.compasito-zmrb.ch/startseite/> (German)

Compasito is also available in English, French and Russian at:

<http://www.eycb.coe.int/compasito/>

#### **Human Rights Education Associates (HREA)**

HREA is an international non-governmental organisation that promotes human rights education, trains activists, develops teaching materials and supports a user community with the aid of online technology:

<http://www.hrea.org/>

**Films**

**BMZ:**

**Children's and Young People's Rights**

<http://www.youtube.com/watch?v=mJggYdw3I0k>

**Kinder- und Jugendrechte**

<http://www.youtube.com/watch?v=nF4RQ-f28zE> (German)

**Los Derechos Infantiles**

<http://www.youtube.com/watch?v=BzZsEDpt0S8> (Spanish)

**Les Droits des Enfants**

<http://www.youtube.com/watch?v=FtE9H4-kvj8> (French)

**У детей есть право на права!**

<https://www.youtube.com/watch?v=SZSPCgVM5oA> (Russian)





# Day 2

Exercises and handouts:

**Day 2: Children's and young people's rights in the context of participants' own work**



## Exercises and handouts

### Day 2: Children's and young people's rights in the context of participants' own work

#### 8.1. Photograph exhibition

**Objective:**

Working with photographs helps to boost awareness of the relevance of human rights in day to day life, supports the acquisition of 'visual literacy' and promotes empathy and respect for human dignity. This exercise also helps participants to focus on stereotypes and prejudices and illustrates the very diverse ways in which individuals perceive and interpret the world.

**Time:**

45 minutes

**Materials and equipment:**

- A set of selected photographs
- Photo research in the run-up to the training event
- Display of photographs on a display board, a wall or a flipchart

**Preparation:**

The training team assembles a set of between five and ten photographs; these may be taken from magazines, travel brochures, old calendars or postcards. None of the images should have accompanying text, but the organisers should note any captions or other information originally accompanying the images, so that they can answer questions. The photos should illustrate as many different aspects of life as possible and should include individuals and groups, children and young people, urban and rural landscapes, industry and agriculture, and individuals engaged in a range of work and leisure activities.

The images should be numbered but not placed in any particular order: the numbering serves solely to identify them more easily (symbols may also be used to identify individual photos in the set).

**Instructions:**

- The training team displays the photographs around the room on display boards, flipcharts and/or the walls.
- The training team asks the participants to look individually at the photographs and to note down the impressions and associations that each photograph triggers.
- In the large group, each participant reports on his or her impressions. The training team facilitate the exchange of views.
- The extent to which the training team will have to guide the participants in this exercise depends on the group and on its 'visual literacy'. It is important that the facilitators do not in any way judge individual statements made by participants.

## 8.2. Children's rights bingo

**Objective:**

The bingo exercise requires the participants to read out various stimuli in relation to children's rights. The exercise also offers an entry point into the second day of the training event.

**Time:**

45 minutes

**Materials and equipment:**

- Handout I: Children's rights bingo sheet for all participants
- Flipchart or display board and wrapping paper
- Pens for all participants

**Preparation:**

- Participants can use the text of the UN Convention on the Rights of the Child they were given on day 1 to prepare for this exercise.
- Distribute pens and copies of the children's rights bingo sheet to all participants.
- The questions can be adapted to the specific context and/or to the group.

**Instructions:**

- The training team distributes the bingo sheets and pens to all participants and explains the rules of the game.
- Each participant chooses an individual from the group and asks that person one of the questions on the sheet, noting the response in the space below using keywords. Each person in the pair then chooses another individual. The aim of the exercise is not to obtain a response for each space on the sheet but to find a different person to answer each question.

## EXERCISES AND HANDOUTS: DAY 2

- The first person to complete all the spaces on his or her sheet calls out 'Bingo!'.
- The training team then read out the first question and ask for the answers participants have given. Keywords are written up on a flip chart or display board covered with wrapping paper. During this phase, the training team may make short comments or the participants' answers may be discussed question by question.

### Evaluation:

The following questions may be useful to discuss in the evaluation:

- Did all the questions relate to children's and young people's rights? And to which rights?
- Were any of the questions difficult to answer? Which ones?
- etc.

### Handout I:<sup>20</sup> Children's rights bingo

|  |   |   |
|--|---|---|
| The first human rights document you ever encountered.                | A particular right that all children should have.                 | Which right is often underestimated in terms of its relevance to child development? |
| A right that is denied to some children in your country.             | A right that has been denied to a particular child that you know. | An organisation that campaigns for children's rights.                               |
| A responsibility that everyone has in relation to children's rights. | An example of discrimination against children.                    | A right that is sometimes denied to girls.  |
| An individual who campaigns or has campaigned for children's rights. | A breach of the right to life.                                    | An example of how a child's right to privacy may be breached.                       |

<sup>20</sup> Partially adapted from the German Federal Agency for Civic Education (bpb), German Institute for Human Rights, Council of Europe (ed.) (2005): *Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit* (German). [http://kompass.humanrights.ch/cms/upload/pdf/ch/ue\\_34\\_RechteBingo.pdf](http://kompass.humanrights.ch/cms/upload/pdf/ch/ue_34_RechteBingo.pdf) (accessed 15 October 2014).

## 9. Input 2: National implementation of children's and young people's rights

### Objective:

The participants are given an overview of the implementation of children's and young people's rights by the state and, where possible, also by civil society. The presentation focuses on the integration of children's and young people's rights in national legislation and their implementation at municipal level, giving examples.

### Time:

75 minutes with discussion

### Materials and equipment:

- Laptop and projector
- Handout J: State reporting cycle
- Presentation 2, where appropriate as a handout
- Presentation 2 is included on the CD as a PPTX file.

### Preparation:

This input must be added to and/or adapted to the local context ahead of the training event. It is advisable, for instance, to present examples from the country or region from which the participants come. These may include national legislation, action plans or ministries and institutions that implement children's and young people's rights. The more specifically the implementation of children's and young people's rights is portrayed within the context of the participants' lives and work, the more links the participants will identify and the further the scope for improving the situation will be developed during the training event. Regional and country-specific examples should replace or supplement examples from Germany in the sample presentation. A good source of information is the UN Committee on the Rights of the Child's Concluding Observations (<http://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>), the website of the Child Rights International Network ([www.crin.org](http://www.crin.org)) and the country pages of UNICEF ([www.unicef.org](http://www.unicef.org)).

## Further work: NGOs in the area of children's and young people's rights

At this point, it may also be possible to engage critically with NGOs in this area using the following tool from the EU-UNICEF ChildRights Toolkit:

Tool 8: Tool 8.4 <http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module8-Web-Links.pdf>, p. 35f.

## 10. Group work on the state reporting procedure

### Objective:

Participants engage actively with human rights instruments and get to know them better, using the most recent State Report and Parallel Report for their country and, where it is up to date, the most recent report submitted as part of the Universal Periodic Review and/or the accompanying Concluding Observations.

### Time:

45 minutes

### Materials and equipment:

- Extracts from the relevant country's most recent State Report and, where appropriate, from Parallel Reports, the accompanying Concluding Observations and/or the Universal Periodic Review (UPR) report.
- Handout K: Group exercises on the state reporting procedure
- Handout J: State reporting cycle
- Flipchart or sheets of wrapping paper
- Pens in different colours

**Preparation:**

Ensure that the participants have understood the reporting procedure. Explain to them again in detail how the reporting process works, including the Concluding Observations. Ensure that the participants know the difference between different kinds of report:<sup>21</sup>

- **State Reports** detail progress towards implementing international human rights agreements and are submitted by States every four to five years. Discussion of and comment on these reports is the responsibility of the Treaty Body. These comments are then included in the Concluding Observation and are designed to support better implementation.
- **Parallel Reports** (sometimes also referred to as ‘shadow reports’) are information provided by non-governmental organisations or branches of civil society to a UN specialist committee in parallel to the State Report that is being formally scrutinised. This report generally engages critically with the formal State Report and the human rights situation in the country concerned. It is extremely important if the specialist committee – in this case,

the UN Committee on the Rights of the Child – is to be able to do its work effectively.

- **Concluding Observations** summarise the progress a state has made towards implementing a UN human rights convention and its shortcomings in doing so. The Concluding Observations are drawn up by the relevant United Nations Committees (in this case, the UN Committee on the Rights of the Child). At the end of the Concluding Observations, the Treaty Body makes recommendations for improving the achievement of human rights.

Since 2007, the United Nations Human Rights Committee has been operating a new audit procedure, which all States Parties must regularly undergo. This is known as the **Universal Periodic Review (UPR)**.<sup>22</sup> The basis for the audit is the United Nations Charter, the Universal Declaration of Human Rights, the human rights treaties or conventions adopted by individual states, and – where appropriate – the human rights legislation that applies to armed conflicts.

<sup>21</sup> Source: <http://www.institut-fuer-menschenrechte.de/de/service/glossar.html> (German) (accessed 15 October 2014).

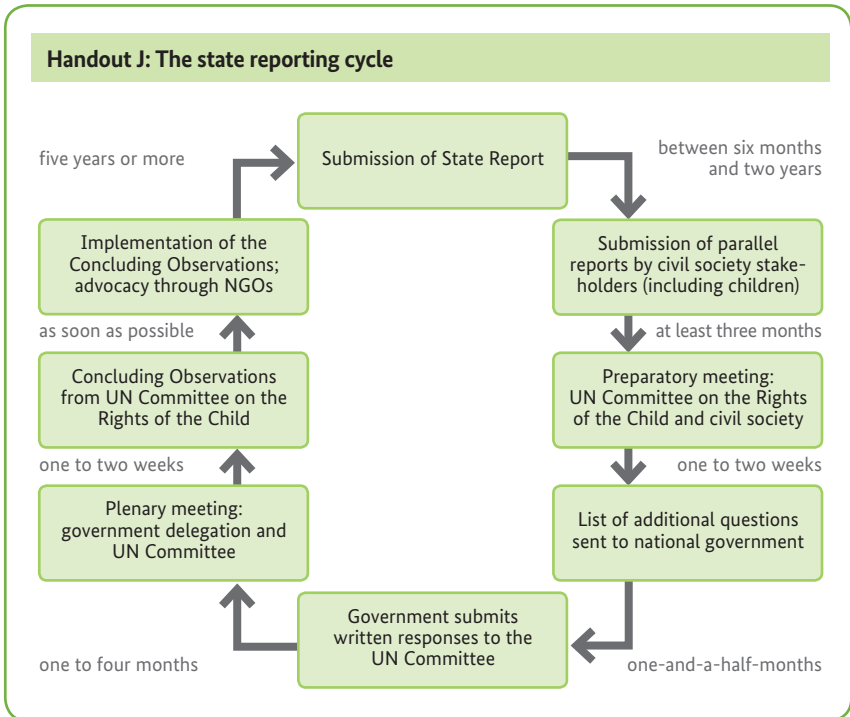
<sup>22</sup> Further information on the UPR process may be obtained by going to <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx> (English) (accessed 16 October 2014) and <http://www.institut-fuer-menschenrechte.de/menschenrechtsinstrumente/vereinte-nationen/menschenrechtsrat/links-zum-upr.html> (German) (accessed 15 October 2014).



**Instructions:**

The training team starts by distributing extracts from the most recent State Report and the accompanying Concluding Observations to the participants. State

Reports are usually very wide-ranging, so the team should choose extracts relating to a specific area on which the participants are to focus. Possible areas may be identified at the commissioning stage.



**Evaluation:**

The training team discusses the comparison and the UN Committee on the Rights of the Child's recommendations with the participants.

The training team distributes extracts from the most recent State Report and the Concluding Observations on that

Report by the UN Committee on the Rights of the Child. State Reports and Concluding Observations for individual countries may be found, for example, on the UN Human Rights Committee website (<http://tb.ohchr.org/default.aspx>) or on the website of Child Rights International Network (<http://www.crin.org/?t=22>).

**Handout K: Group exercises on the state reporting procedure**

For all groups:

1. Please read the relevant extracts from the State Report and then discuss the following questions:
  - a. What is your impression of this report?
  - b. What additional information do you have available in your group?
  - c. Consider the view taken by the UN Committee. How would you evaluate the State Report? What are your recommendations?
2. Please read the relevant extracts from the Concluding Observations – these are the UN Committee's recommendations on the State Report – and then discuss the following questions:
  - a. What is your impression of these recommendations?
  - b. Consider the view taken by your country's government. How would you evaluate the recommendations? What would be your next steps?
3. In your own (professional) view, what do you find helpful in the report or the recommendations?

## 11. Input 3: The human rights approach and its added value – children’s and young people’s rights as an interdisciplinary issue

### **Objective:**

The presentation explains the human rights approach and gives participants an overview of the implementation of children’s and young people’s rights. The objective is that participants develop an understanding of human rights-based work and familiarise themselves with how the principles of children’s rights play a part in their day to day work.

### **Time:**

75 minutes with discussion

### **Materials and equipment:**

- Laptop and projector
- Presentation 3, if possible as a handout
- Presentation 3 is included on the CD as a PPTX file.

### **Preparation:**

The presentation will need to be adapted to the group. If the participants are working in the context of German development cooperation, it may be important to brief them on the guidelines and binding targets issued by the German Federal Ministry for Economic Cooperation and Development (BMZ). If the participants work for state institutions and non-governmental organisations, however, the focus may instead be on the human rights approach as the key basis for implementing children’s and young people’s rights.

### Further work: Key BMZ documents

BMZ strategy paper on human rights:

[http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier305\\_04\\_2011.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier305_04_2011.pdf)

BMZ position paper on children's and young people's rights (also available in, French, German and Spanish)

[http://www.bmz.de/en/publications/type\\_of\\_publication/strategies/Strategiepapier312\\_12\\_2011.pdf](http://www.bmz.de/en/publications/type_of_publication/strategies/Strategiepapier312_12_2011.pdf)

BMZ factsheets on children's and young people's rights:

[https://www.bmz.de/en/publications/topics/human\\_rights/BMZ\\_Information\\_Brochure\\_7\\_2010e.pdf](https://www.bmz.de/en/publications/topics/human_rights/BMZ_Information_Brochure_7_2010e.pdf)

## 12.1. Understanding the human rights approach using the example of the ‘right to education’

### Objective:

This exercise enables participants to develop a practical understanding of the human rights approach. Participants should be equipped to integrate human rights instruments into their day to day work and to analyse within their own working environment the rights holders, and what those rights are, and the individuals or groups with responsibilities, and what those responsibilities are. This will help them to avoid difficulties in realising children’s and young people’s rights. In this exercise, participants address the right to education and consider exactly what this right means and how education can be designed so that it meets the needs of all children. Participants also learn more about the relationship between the Convention on the Rights of the Child and other human rights conventions and committees.

### Time:

60 minutes with discussion

### Materials and equipment:

- Handout L: Key questions on the ‘right to education’ approach to human rights
- Handout M: The right to education
- Handout N: General Comments by the UN Committee on Economic, Social and Cultural Rights and the UN Committee on the Rights of the Child
- Flipchart or sheets of wrapping paper
- Pens in different colours

### Preparation:

This exercise relates to the right to education, but the human rights approach may also be illustrated using other rights. It is useful to be as specific as possible about the individuals and groups that have rights so that the responsibilities are also presented as specifically as possible. The alternative exercise (12.2) illustrates measures to prevent violence against children.

To prepare for and conduct this exercise, you will need General Comment no. 1 from the UN Committee on the Rights of the Child and General Comment no. 13 of the UN Committee on Economic, Social and Cultural Rights (see handout N). The General Comments indicate

which elements go to make up an education system and the measures needed to achieve them with a view to securing education for all. Both General Comments are available in various languages:

- UN Committee on the Rights of the Child, General Comment no. 1: 'The Aims of Education' (Article 29 (1))  
[http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fGC%2f2001%2f1&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fGC%2f2001%2f1&Lang=en)
- UN Committee on Economic, Social and Cultural Rights, General Comment no. 13: 'The Right to Education' (Article 13)  
[http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=E%2fC.12%2f1999%2f10&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=E%2fC.12%2f1999%2f10&Lang=en)

### Instructions:

- The exercise is conducted in small groups but may also be conducted in the large group.
- The small groups work together to address the four structural elements of implementing the right to education (availability, accessibility, acceptability and adaptability) in relation to a range of different social groups (one social group per small group, e.g. children with disabilities, girls, children living in poverty, children in rural areas, etc.).
- On the basis of this, participants can then discuss who holds responsibilities on the state side and what they can do to ensure that these rights are implemented.
- Participants also consider the formulation of legal entitlements.
- Handout M provides further systematic information.
- The small groups may also consider how actively to involve children/young people and their parents or guardians.
- The training team can enrich the discussion with questions from handout L.

## Further work: The right to education

The EU-UNICEF Child Rights Toolkit also addresses the right to education. The compilation of risks and measures to improve education may be used as additional material during the training event:

Tool 2: Tool 2.3 (<http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module2-Web-Links.pdf>, p. 31ff.)

### Handout L: Key questions on the 'right to education' approach to human rights

Key questions:

- Who is responsible for ensuring that all children have access to education?
- How should the content and form of education be designed? For example, how should a school be organised to ensure that all the children within it are able to learn?
- Who is responsible, for example, for designing schools?
- Does education refer solely to school and university? Where else does education take place?
- What needs to be changed within schools? How can this change be achieved? Please think about national, regional and local responsibilities.
- What framework do those with responsibilities in this area need at local level to be able to fulfil their duties?
- What resources are needed?
- What legislation is needed?
- From what age, and how, could children and young people and their parents or guardians be actively involved and consulted?
- How can children and young people have an influence on the shaping of education? How can they be supported in this?

The right to education is both an independent human right and a key instrument for achieving other human rights. Education is, therefore, crucial to promoting knowledge and awareness of

human rights. Use handout M to familiarise the participants with the technical requirements of the right to education and to make them visually accessible:

### Handout M: The right to education

#### *Guaranteeing compulsory and free basic education for all*

##### **International Covenant on Economic, Social and Cultural Rights**

Art.13 (2): 'The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

- (a) primary education shall be compulsory and available free to all;
- (b) secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education (...).'

##### **Convention on the Rights of the Child**

education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- a) make primary education compulsory and available free to all (...).'



**Non-discrimination****International Convention on the Elimination of All Forms of Racial Discrimination**

Art. 5: 'In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to (...) colour or national or ethnic origin, to equality before the law (...).'

**Convention on the Rights of the Child**

Art. 2 (1): 'States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's (...) colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or family members.'

**Freedom of choice for parents and guardians****International Covenant on Economic, Social and Cultural Rights**

Art. 13 (3): 'The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State (...).'

**Convention on the Rights of the Child**

Art. 29 (2): 'No part of the present Article or Article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions (...).'

### *The functions and aims of education*

#### **International Covenant on Economic, Social and Cultural Rights**

Art. 13 (1): 'The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.'

#### **Convention on the Rights of the Child**

Art. 29 (1): 'States Parties agree that the education of the child shall be directed to:

- (a) the development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) the development of respect for human rights and fundamental freedoms and for the principles enshrined in the Charter of the United Nations;
- (c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;<sup>23</sup>
- (e) the development of respect for the natural environment.

<sup>23</sup> 'In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language' (Art. 30, Convention on the Rights of the Child), <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (accessed 16 October 2014).

**Handout N: General Comments by the UN Committee on Economic, Social and Cultural Rights and the UN Committee on the Rights of the Child**

***General Comments by the UN Committee on Economic, Social and Cultural Rights on the right to education (Art. 13 of the United Nations' International Covenant on Economic, Social and Cultural Rights)*<sup>24</sup>**

- a) Availability** 'Functioning educational institutions and programmes have to be available in sufficient quantity within the jurisdiction of the State party. What they require to function depends upon numerous factors, including the developmental context within which they operate; for example, all institutions and programmes are likely to require buildings or other protection from the elements, sanitation facilities for both sexes, safe drinking water, trained teachers receiving domestically competitive salaries, teaching materials, and so on; while some will also require facilities such as a library, computer facilities and information technology'.
- b) Accessibility** 'Educational institutions and programmes have to be accessible to everyone, without discrimination, within the jurisdiction of the State party. Accessibility has three overlapping dimensions:
- (i) Non-discrimination – education must be accessible to all, especially the most vulnerable groups, in law and fact, without discrimination on any of the prohibited grounds (...);
  - (ii) Physical accessibility education has to be within safe physical reach, either by attendance at a reasonably convenient geographic location (e.g. a neighbourhood school) or via modern technology (e.g. access to a distance learning programme);

<sup>24</sup> Source: [http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=9&DocTypeID=11](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=9&DocTypeID=11) (Stand: 26.05.2015)

(iii) 'Economic accessibility – education has to be affordable to all. This dimension of accessibility is subject to the differential wording of Art. 13 (2) in relation to primary, secondary and higher education: whereas primary education shall be available 'free to all', States Parties are required to progressively introduce free secondary and higher education.'

**c) Acceptability** 'The form and substance of education, including curricula and teaching methods, have to be acceptable (e.g. relevant, culturally appropriate and of good quality) to students and, in appropriate cases, parents; this is subject to the educational objectives required by Art. 13 (1) and such minimum educational standards as may be approved by the State (...).'

**d) Adaptability** 'Education has to be flexible so it can adapt to the needs of changing societies and communities and respond to the needs of students within their diverse social and cultural settings.'

***General Comments of the UN Committee on the Rights of the Child on the aims of education (General Comment no. 1, 2001, Art. 29 (1))***<sup>25</sup>

**1. The significance of Art. 29 (1)**

1. Art. 29 (1) of the Convention on the Rights of the Child is of far-reaching importance. The aims of education that it sets out, which have been agreed to by all States parties, promote, support and protect the core value of the Convention: the human dignity innate in every child and his or her equal and inalienable rights. These aims, set out in the five subparagraphs of Art. 29 (1), are all linked directly to the realization of the child's human dignity and rights, taking into account the child's special developmental needs and diverse evolving capacities. The aims are: the holistic development of the full potential of the child (29 (1) (a)), including development of respect for human rights (29 (1) (b)), an enhanced sense of identity and affiliation (29 (1) (c)), and his or her socialization and interaction with others (29 (1) (d)) and with the environment (29 (1) (e)).

2. (...) The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence. 'Education' in this context goes far beyond formal schooling to embrace the broad range of life experiences and learning processes which enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society.'

<sup>25</sup> Source: [http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fGC%2f2001%2f1&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fGC%2f2001%2f1&Lang=en) (Stand: 26.05.2015)

**The functions of  
Art. 29 (1)**

Art. 29 (1) insists upon a holistic approach to education which ensures that the educational opportunities made available reflect an appropriate balance between promoting the physical, mental, spiritual and emotional aspects of education, the intellectual, social and practical dimensions, and the childhood and lifelong aspects. The overall objective of education is to maximize the child's ability and opportunity to participate fully and responsibly in a free society. It should be emphasized that the type of teaching that is focused primarily on accumulation of knowledge, prompting competition and leading to an excessive burden of work on children, may seriously hamper the harmonious development of the child to the fullest potential of his or her abilities and talents. Education should be child-friendly, inspiring and motivating the individual child. Schools should foster a humane atmosphere and allow children to develop according to their evolving capacities.'zu entwickeln.

**Human rights  
education**

Art. 29 (1) can also be seen as a foundation stone for the various programmes of human rights education called for by the World Conference on Human Rights, held in Vienna in 1993, and promoted by international agencies. Nevertheless, the rights of the child have not always been given the prominence they require in the context of such activities. Human rights education should provide information on the content of human rights treaties. But children should also learn about human rights by seeing human rights standards implemented in practice, whether at home, in school, or within the community. Human rights education should be a comprehensive, life-long process and start with the reflection of human rights values in the daily life and experiences of children.'

**Evaluation:**

The training team should ensure that the participants understand clearly the link between the two General Comments on

the right to education and are equipped to make the transfer to the context of their own work.

## 12.2. Alternative exercise: General Comment no. 13 of the UN Committee on the Rights of the Child – the child’s right to protection from all forms of violence (UN Convention on the Rights of the Child, Article 19)

### Objective:

The participants may use the exercise to develop a practical understanding of the human rights approach. Participants should be equipped to integrate human rights instruments into their day to day work and to analyse within their own working environment the rights holders, and what rights they have, and individuals or groups with responsibilities, and what those responsibilities are. This will help them to avoid difficulties in realising children’s and young people’s rights. In this exercise, participants address what the right to protection against the use of violence, mistreatment and neglect means in relation to preventive measures and consider how such measures should be designed to ensure that all children are treated fairly.

### Time:

60 minutes with discussion

### Materials and equipment:

- Handout O: Questions for discussion on the UN Convention on the Rights of the Child, Art. 19
- Handout P: Art.19 of the UN Convention on the Rights of the Child plus extract from General Comment no. 13 of the Committee on the Rights of the Child
- Handout Q: Recommendations on prevention measures extracted from General Comment no. 13 of the UN Committee on the Rights of the Child
- Flipchart or sheets of wrapping paper
- Pens in different colours

**Preparation:**

- This exercise relates to the right of the child to protection from all forms of violence.
- General Comment no. 13 of the Committee on the Rights of the Child will be needed to prepare for and conduct the exercise (see Handout P).

**Instructions:**

- The training team may first ask the group to discuss what they understand by ‘harmful practices’. The points they raise are written up on a flipchart. The practices listed in General Comment no. 13 are:
  - Corporal punishment and other cruel or degrading forms of punishment;
  - Female genital mutilation;
  - Amputations, binding, scarring, burning and branding;
  - Violent and degrading initiation rites; force-feeding of girls; fattening;
  - Virginity testing (inspecting girls’ genitalia);
  - Forced marriage and early marriage;
- ‘Honour’ crimes’ ‘retribution’ acts of violence (where disputes between different groups are taken out on children of the parties involved); dowry-related death and violence;
- Accusations of ‘witchcraft’ and related harmful practices, such as exorcism;
- Teeth extraction.<sup>26</sup>
- This exercise is conducted in four small groups. Each group considers four stakeholder groups in connection with prevention measures:
  - Professionals and institutions (government and civil society)
  - Families and communities
  - Children
  - All stakeholders
- The groups may consider prevention measures in the following priority areas:
  - Violence linked to child labour
  - Violence linked to child trafficking
  - Sexual exploitation
  - Harmful practices such as FGM<sup>27</sup>
  - Discrimination against girls in education

<sup>26</sup> UN Committee on the Rights of the Child (2011): General Comment no. 13. [http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13\\_en.pdf](http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf) (accessed 15 October 2014).

<sup>27</sup> Female Genital Mutilation. For further information, see inter alia: [http://www.bmz.de/en/what\\_we\\_do/issues/Health/reproduktive\\_gesundheit/deutscher\\_beitrag/index.html](http://www.bmz.de/en/what_we_do/issues/Health/reproduktive_gesundheit/deutscher_beitrag/index.html) (accessed 24 October 2014).



- On this basis, the participants discuss who at state level has responsibilities and what these groups and individuals should do to ensure that children's rights are complied with, protected and guaranteed.
  - Participants also consider the formulation of legal entitlements.
- Handout Q on prevention measures provides further systematic information.
  - The small groups should also consider how actively to involve children/young people and their parents or guardians.
  - The training team may add to the discussion by raising the following questions:

**Handout O: Questions for discussion on the UN Convention on the Rights of the Child, Art. 19**

*Questions for discussion:*

- What do you understand by harmful practices?
- Who is responsible for ensuring that all children receive protection?
- How should the content and formulation of preventive measures be shaped? Who should be involved and how?
- What framework do those with responsibilities at local level need to comply with their duties?
- What resources do they need?
- What statutory provisions are needed?
- From what age, and how, should children and young people and their parents/guardians be actively involved and consulted?
- How can children and young people exert an influence on the design of protective measures? How can they be supported in doing so?

**Handout P: Art.19 of the UN Convention on the Rights of the Child**

**Article 19 of the Convention on the Rights of the Child stipulates:**

‘1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore and, as appropriate, for judicial involvement.’

**UN Committee on the Rights of the Child, General Comment no. 13, the right of the child to protection against all forms of violence, Art. 19<sup>28</sup>**

**Overview. The general comment is based on the following fundamental assumptions and observations:**

- (a) No violence against children is justifiable; all violence against children is preventable.
- (b) A child rights-based approach to child caregiving and protection requires a paradigm shift towards respecting and promoting the human dignity and the physical and psychological integrity of children as rights-bearing individuals rather than perceiving them primarily as ‘victims’.
- (c) The concept of dignity requires that every child is recognized, respected and protected as a rights holder and as a unique and valuable human being with an individual personality, distinct needs, interests and privacy.
- (d) The principle of the rule of law should apply fully to children as it does to adults.

28 UN Committee on the Rights of the Child, General Comment no. 13.  
[http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13\\_en.pdf](http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf) (accessed 15 October 2014).

- (e) Children's rights to be heard and to have their views given due weight must be respected systematically in all decision-making processes, and their empowerment and participation should be central to child caregiving and protection strategies and programmes..
- (f) The right of children to have their best interests be a primary consideration in all matters involving or affecting them must be respected, especially when they are victims of violence, as well as in all measures of prevention.
- (g) Primary prevention, through public health, education, social services and other approaches, of all forms of violence is of paramount importance.
- (h) The Committee recognizes the primary position of families, including extended families, in child caregiving and protection and in the prevention of violence. Nevertheless, the Committee also recognizes that the majority of violence takes place in the context of families and that intervention and support are therefore required when children become the victims of hardship and distress imposed on, or generated in, families.
- (i) The Committee is also aware of widespread and intense violence applied against children in State institutions and by State actors including in schools, care centres, residential homes, police custody and justice institutions which may amount to torture and killing of children, as well as violence against children frequently used by armed groups and State military forces.

**Handout Q: Recommendations on prevention measures extracted from General Comment no. 13 of the UN Committee on the Rights of the Child**

*Prevention measures include, but are not limited to*<sup>29</sup>

**a) For all stakeholders**

- (i) Challenging attitudes which perpetuate the tolerance and condoning of violence in all its forms, including gender, race, colour, religion, ethnic or social origin, disability and other power imbalances;
- (ii) Disseminating information regarding the Convention's holistic and positive approach to child protection through creative public campaigns, schools and peer education, family, community and institutional educational initiatives, professionals and professional groups, NGOs and civil society;
- (iii) Developing partnerships with all sectors of society, including children themselves, NGOs and the media;

**(b) For children:**

- (i) Registering all children to facilitate their access to services and redress procedures;
- (ii) Supporting children to protect themselves and their peers through awareness of their rights and development of social skills as well as age-appropriate empowerment strategies;
- (iii) Implementing mentoring programmes that engage responsible and trusted adults in the lives of children identified as needing extra support beyond that provided by their caregivers;

**b) For children**

- (i) Registering all children to facilitate their access to services and redress procedures;
- (ii) Supporting children to protect themselves and their peers through awareness of their rights and development of social skills as well as age-appropriate empowerment strategies;

<sup>29</sup> Adapted from: UN Committee on the Rights of the Child (2011), General Comment no. 13. [http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13\\_en.pdf](http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf) (accessed 15 October 2014).

**c) For families and communities:**

- (iii) Implementing mentoring programmes that engage responsible and trusted adults in the lives of children identified as needing extra support beyond that provided by their caregivers;
- (i) Supporting parents and caregivers to understand, embrace and implement good child-rearing, based on knowledge of child rights, child development and techniques for positive discipline in order to support families' capacity to provide children with care in a safe environment;
- (ii) Providing pre- and post-natal services, home visitation programmes, quality early-childhood development programmes, and income-generation programmes for disadvantaged groups;
- (iii) Strengthening the links between mental health services, substance abuse treatment and child protection services;
- (iv) Providing respite programmes and family support centres for families facing especially difficult circumstances;
- (v) Providing shelters and crisis centres for parents (mostly women) who have experienced violence at home and their children;
- (vi) Providing assistance to the family by adopting measures that promote family unity and ensure for children the full exercise and enjoyment of their rights in private settings, abstaining from unduly interfering in children's private and family relations, depending on circumstances.

**d) For professionals and institutions (government and civil society):**

- (i) Identifying prevention opportunities and informing policy and practice on the basis of research studies and data collection;
- (ii) Implementing, through a participatory process, rights-based child protection policies and procedures and professional ethics codes and standards of care;
- (iii) Preventing violence in care and justice settings by, inter alia, developing and implementing community-based services in order to make use of institutionalization and detention only as a last resort and only if in the best interest of the child.

# Day 3

Exercises and handouts:

**Day 3: Approaches, methods and information relating to the practical implementation of children's and young people's rights**





## Exercises and handouts

### Day 3: Approaches, methods and information relating to the practical implementation of children's and young people's rights

#### 13. Musical chairs

##### Objective:

The 'musical chairs' exercise combines reflection with physical activity and gives all participants an opportunity to express their views and share their experiences with others. Participants also have a chance to share their personal connections with the focus of the training event.

##### Time:

30 minutes

##### Materials and equipment:

- Music, playback equipment and loud speakers
- Chairs or adequate space in the room

##### Preparation:

The chairs should be placed in pairs. The exercise can also be conducted without chairs; in that case, it should be shortened.

##### Instructions:

- Set out as many chairs as there are participants. The chairs are set out in two facing rows.
- When the music starts, the participants move around the room. When it stops, they should sit down on a chair.
- A facilitator reads out a question or statement.
- The two participants sitting opposite each other discuss the question/statement for two to three minutes.
- The music starts again and participants again move round the room. When it stops, the new pairs sitting opposite each other discuss the next question/statement.

There is then a chance for participants to discuss their experience of the exercise and individual questions/statements in the large group.

Below are a few questions that can be used for this exercise:<sup>30</sup>

### Sample questions:

- In your working context, do you know which rights are priorities for the people you support?
- Do adults discriminate against children?
- Should young people under the age of 18 be entitled to vote?
- Is child labour a right?
- What rights do children have when their parents divorce?
- How can children be involved as early as possible, and age-appropriately, in decisions that affect them?
- Do children have the right to express their views on all issues that affect them?
- Is leisure and play a right?
- etc.

<sup>30</sup> Adapted from: Spangenberg, Rainer (2010): *Erzieher/innen-Fortbildungen zu Vorurteilsbewusster Bildung und Erziehung*, p. 28. <http://www.raa-brandenburg.de/Portals/4/media/UserDocs/Baustein%201.pdf> (accessed 15 October 2014).

## 14. Taking action: designing a planning process

### Objective:

In this stage of the work, the participants visualise a process for planning their ongoing work in the area of children's and young people's rights. Part of this exercise involves considering how they can be supported in their work to implement children's and young people's rights. Such support may take many different forms, including informational material, advice, and practical collaboration. The exercise therefore enables participants to work with the training team to identify which contacts they already have and where networks can be built.

### Time:

120 minutes

### Materials and equipment:

- Handout R: Key questions on designing a planning process
- Handout S: The PATH planning process
- 2 display boards and wrapping paper
- Pens

### Preparation:

- Erect two display boards and cover them with wrapping paper.
- Good preparation is vital to this exercise, which is carried out in the large group. One member of the training team facilitates while another uses the display boards to note down ideas. In the subsequent evaluation, the participants review the process that has been outlined and give feedback.

### Important:

Allow adequate time for this exercise. Depending on the group, the participants may initially find it difficult to identify their own objectives. If so, it may be helpful to adapt the exercise and have participants working individually or in small groups rather than in the large group. It may also be useful to refer back to the state reporting procedure and, where appropriate, to work with the Concluding Observations and the recommendations they contain to identify possible objectives. However, the participants themselves are responsible for determining the objectives, not the training team. The training team facilitates and records the outcome on the display boards.

**Instructions:**

By way of preparation, the participants are invited to respond to key questions by noting down some initial thoughts. These key questions may help to generate ideas on the important next steps towards implementation as part of the planning process. It is helpful to describe the current situation/starting point and

to design a specific plan of work for the future. Handout T helps with conducting the exercise and may be displayed on both boards for the large group and completed jointly. To help participants understand what is needed, it may be helpful to present a selected example.

The following extracts from EU-UNICEF Child Rights Toolkit may be used to supplement the key questions and as an aid to the stakeholder analysis:

Tool 1: chapter 2.5 (<http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module1-Web-Links.pdf>, p. 11f.)

Tool 6: tools 6.3 – 6.6 (<http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module6-Web-Links.pdf>, p. 38ff.)

Tool 8: tools 8.1 and 8.2 (<http://www.unicef.org/eu/crtoolkit/downloads/Child-Rights-Toolkit-Module8-Web-Links.pdf>, p. 25ff.)

## Handout R: Key questions on designing a planning process

### Key questions:

#### General questions:

- What do we already have and what could we use to implement children's and young people's rights?
- What do we need and what do we still have to develop to implement children's and young people's rights?

#### Areas to focus on:

- People and relationships?
- Whom do we know?

#### Organisations, NGOs, associations, groups and state bodies:

- Which organisations are we ourselves members of?
- Who is working in areas that tie in with our own area of work?

#### Expertise:

- What knowledge, information and skills do we have available in our organisation?
- What legal entitlements do we have?

#### Personal input:

- What can we ourselves do? What do we need if we are to stay on top of the subject and perform well in our work?

#### Other things we need:

Source: Adapted from O'Brien, John; Pearpoint, Jack; Kahn, Lynda: *The PATH & MAPS Handbook*. Toronto: Inclusion Press 2010.

### Handout 5: The PATH planning process



Source: Doose, Stefan (2011): PATH. In: Online-Handbuch Inklusion als Menschenrecht (German). <http://www.inklusion-als-menschenrecht.de/gegenwart/materialien/persoeneiche-zukunftsplanung-inklusion-als-menschenrecht/zukunftsplanung-path/> (accessed 15 October 2014).

**Instructions for the individual stages in the planning process for the training team:<sup>31</sup>**

The training team should note that the planning steps in the handout deliberately do not run in sequence from left to right!

**1. Locating the North Star**

The image of the North Star alludes to a fixed point used by seafarers and explorers to orient themselves in heavy seas or on difficult terrain to ensure that they keep travelling in the right direction. Here, the 'North Star' is the overarching objective of the planning process, which the participants themselves articulate.

*Example: 'By 2020, our country will have realised and be complying with children's rights.'*

**2. Creating a vision of a viable and positive future**

The aim of this step is to formulate a lively picture of the opportunities that may be created over the next year or two. The participants describe in the present tense what has become possible within this timeframe, what makes the current situation so satisfying, and what the major success factors and steps were along the way.

The training team notes key concepts (including images, where appropriate) on the poster in the large group (under step 2, 'Creating a vision of a viable and positive future'). Once a range of opportunities have been noted, the facilitator asks the participants to assess which proposals are the most promising, seem most likely to achieve the stated objective and are the most important.

*Example: 'In two years' time, we will have adopted a plan of action in our organisation for implementing the UN Convention on the Rights of the Child.'*

### 3. Describing the present

The training team adds the heading 'Now' to the first column from the left and adds the date of the training event in brackets. The team briefly summarises the vision of the future that has emerged from the exercise and then asks participants to describe the current situation. The participants begin to add important points. The aim here is a rapid gathering of facts, not an accumulation of details.

*Example: 'Today (7 July 2014), children's rights do not receive much attention in my work. We talk a lot about children's rights but are not taking practical action to implement them.'*

### 4. Finding supporters

Without the commitment of individuals, there can be no progress towards a positive future. Once the participants have described the North Star, seen the vision of a positive future and recognised for themselves the divergence between that and the current situation, all participants ask themselves who will play an active part in shaping this positive future. The participants should reflect on individuals and organisations who could be involved in achieving the objectives. The key questions from handout R may be helpful here.

*Example: 'My colleague XY, UNICEF, the Ministry of Education', etc.*

### 5. Developing strength

It will require strength to follow through with achieving the vision of a positive future. The participants therefore consider in this step how they can develop that strength. Which skills, resources and connections do they already have and which will they need to develop?

*Example: 'The management is open to the idea of implementing children's rights; there is already a network; one colleague is already focusing more on children's rights', etc.*



### **6. Identifying the most important steps**

This step involves considering the interim objectives that should be achieved by around the halfway point in the timeframe for achieving the future vision. Participants should identify the two or three major steps that will determine success and add two or three sub-steps to each one.

*Example: 'Within six months: set up internal working group to develop an action plan; identify working group members; set out the organisation's annual plan' etc.*

### **7. Organising the next month's work**

The participants identify objectives for the first month. Once a number of objectives have been formulated, the training team asks them which one they wish to work on and who can support them in this work. The training team writes this objective and the names/organisation on the display board and asks the participants whether they are willing to offer support with other participants' objectives.

*Example: 'Within one to three months: XY has completed research on rights to participation with the support of UNICEF, YZ has completed research on rights to protection with the support of GIZ' etc.*

### **8. Agreeing on the next steps**

The objective of the final step is to reach agreement on beginning the implementation phase. The training team asks all participants to reflect on what they can do over the next 24 to 72 hours to bring their vision of the future a little closer.

*Example: 'XY organises an initial meeting of the internal working group that will develop an action plan to implement the UN Convention on the Rights of the Child' etc.*

## 15. Conclusion and reflection; hand feedback exercise

### Objective:

The participants use the hand feedback exercise as a means of expressing their impressions of the seminar.

### Time:

35 minutes

### Materials and equipment:

- Evaluation and completion of the 'parking area'
- Flipchart
- Pens in different colours

### Preparation:

Draw a large hand on the flipchart and write the following five questions on it, one on each finger of the hand.

### Instructions:

The participants may begin by taking it in turns to answer questions, starting with the thumb. It is up to participants whether or not to answer individual questions.

- **Thumb:** Thumbs up for ...
- **Forefinger:** I'd like to point out that ...
- **Middle finger:** For me, the central point was...
- **Ring finger:** The jewel in the crown today/during the seminar was ....
- **Little finger:** For me, there was too little on ...

**Alternatively** the following five key questions may be discussed with participants and subsequently evaluated:

### Key questions

- What did you think of the training event? Please describe your overall impression in two sentences.
- What have you learned?
- What have you realised?
- What can you use and what can you not use?
- How will you put what you have learned to practical use?

## 16. Evaluation forms

### Objective:

The evaluation forms enable the participant to give further feedback on the seminar and on its contents and methodology. This feedback can be used to enable participants to return to and engage with individual areas of seminar content and to give the training team suggestions for which content and methods can be retained and which may need further improvement.

### Time:

10 minutes

### Materials and equipment:

- A copy of the evaluation form (Handout T) for each participant
- Pens for each participant

### Preparation:

The training team make a copy of the evaluation form for each participant. The evaluation form will have to be adapted if the content and/or timetable has been modified. The evaluation form in handout T gives some ideas of how this can be done.

### Instructions:

- The training team explains the purpose of the evaluation form to the participants and how the form will be used and evaluated.
- The training team briefly outline the content of the evaluation form and the questions it contains. The participants may ask for clarification at any point.
- The evaluation form does not replace the oral conclusion and feedback round, and the two exercises can be used together.

**Handout T: Evaluation forms**

Dear participant,

Your opinion on the training event is particularly important as it enables us to ensure quality and to further develop our in-service training on children's and young people's rights, so we would be grateful for some brief, anonymous feedback. When you answer the questions, please respond spontaneously. If you find it difficult to decide on your response to some questions, please select the answer that most closely represents your views.

The scale includes four responses: very good/strongly agree (++); good/tend to agree (+); not very good/tend to disagree (-); and poor/strongly disagree (--). Please circle the response that best reflects your view in each case.

| ++                           | +                      | -                                  | --                         |
|------------------------------|------------------------|------------------------------------|----------------------------|
| Very good;<br>strongly agree | Good;<br>tend to agree | Not very good;<br>tend to disagree | Poor;<br>strongly disagree |

Thank you for your feedback, which is very valuable to us

### 1. Reasons for taking part and motivation

I took part because ... *(Please tick all that apply)*

- I was personally interested
- My organisation/my manager recommended it
- Other reasons

If you ticked 'Other reasons', what were these reasons?

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At the beginning of the training, my motivation was ...  ++  +  -  --

### 2. Content

The content met my expectations.  ++  +  -  --

The content was in line with what was advertised.  ++  +  -  --

The content met my needs.  ++  +  -  --

The content was relevant to my day-to-day work.  ++  +  -  --

I can use the content/what I have learned to improve my awareness and implementation of the rights of children and young people in my work.  ++  +  -  --

**3. Delivery and methodology**

The content of the training event was structured rigorously and coherently.  ++  +  -  --

The content of the training event was presented and delivered in an understandable and transparent way.  ++  +  -  --

The presentations were helpful.  ++  +  -  --

The exercises were varied.  ++  +  -  --

The training team explained the exercises well.  ++  +  -  --

The exercises helped me to make a practical link between children's and young people's rights and my own work.  ++  +  -  --

The exercises helped me to understand how children's rights can be implemented.  ++  +  -  --

Comments:

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#### 4. Please evaluate the individual programme elements and the methodology

| Programme element   | Content   | Delivery and methodology  |
|---|---|---|
| <b>Day 1</b>  |   |   |
| Positioning exercise (1)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Presenting the agenda (2)   | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| 'One step forward' (3)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Input 1: What are children's rights? (4)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Familiarisation with children's rights (5)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| My work and the four core principles of children's rights (6)   | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Presentation: Useful sources of information on children's and young people's rights in a national and international context (7)                   | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| <b>Day 2</b>  |   |   |
| Photograph exhibition (8.1)   | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Input 2: National implementation of children's and young people's rights (9)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Group work on the State Reporting Procedure (10)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Input 3: The human rights approach and the added value of this approach – children's and young people's rights as an interdisciplinary issue (11) | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Understanding the human rights approach using the example of the 'right to education' (12.1)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| <b>Day 3</b>  |   |   |
| Musical chairs (13)   | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Taking action: designing a planning process (14)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Conclusion and reflection (15)  | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |
| Evaluation forms (16)   | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- | <input type="checkbox"/> ++ <input type="checkbox"/> + <input type="checkbox"/> - <input type="checkbox"/> -- |

**5. Which individual programme elements will you be able to apply and use most effectively in your work?**

Comments:

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**6. Do you feel that this training event has made any difference to**

- your knowledge and expertise?       ++     +     -     --
- your attitudes and motivation?       ++     +     -     --
- your ability to implement children's and young people's rights in practice?       ++     +     -     --

**7. What is your mood at the end of the seminar?**

Do you feel motivated to experiment with what you have learned, to apply it and to pass it on?       ++     +     -     --



**8. The training was ...**

- the right length
- too long
- too short

**9. Please tell us what you think**

You should keep...

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I would like more ...

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I would like less ...

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There should have been ...

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We didn't resolve...

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Other issues ...

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**Ideas for further use**

**Impressions from workshop**

**List of abbreviations**



## Ideas for further use

There is a risk with in-service training of all kinds that while one-off events create impetus, their outcomes are never formally recorded. Such training may pave the way for transfer to individuals' daily working environment, but the impetus it creates needs to be consolidated and its outcomes recorded to some degree through follow-up activities. During the piloting, the following activities proved to be useful in this context.

### **Networking**

It is helpful to offer participants the opportunity for networking as a way of working together to implement children's and young people's rights. This may, for example, be agreed and coordinated with the commissioning party. Working groups may be formed to enable participants to share views and experience and to collaborate on projects.

### **Support coaching**

Experiences from pilot schemes and existing methodological guidelines for training have shown that it is helpful to agree on support coaching. Formal training provides the initial impetus for implementing children's and young people's rights in individuals' day to day work, but ongoing support and coaching from third parties is recommended to consolidate this impetus long-term, to answer questions and resolve issues promptly, and to develop and implement projects.

### **Sustainability of training – six month survey**

Following the training course and an immediate evaluation, subsequent contact may be made with participants and commissioning parties, for example six months later. At this point, questions may be asked about the effectiveness of the training and the extent to which its content has been transferred to participants' day-to-day working practices. Donald L. Kirckpatrick's four-level model may be used here, for example.<sup>32</sup>

<sup>32</sup> Further information on Kirckpatrick's four-level model and other methods for evaluating training in human rights include: United Nations Human Rights, *equitas: Evaluation Human Rights Training Activities. A Handbook for Human Rights Educators: Professional Training Series No. 18.* <http://www.ohchr.org/documents/Publications/EvaluationhandbookPT18.pdf> (accessed 16 October 2014).

## Follow-Up

Under ideal circumstances, the team who delivered the initial training also leads a follow-up seminar, though it may be shorter (a day and half or two days). A good time for a follow-up seminar is somewhere between six months and a year after the initial training event: enough time should have elapsed for the content to have been transferred to participants' day-to-day working environment and practices, but the impetus generated by the content of the training should still be fresh in their minds. In the follow-up seminar, participants have an opportunity to share experiences and views concerning the difficulties they have encountered in implementing children's and young people's rights but also to formulate ideas for overcoming these difficulties. Improved knowledge and expertise is of substantial relevance not only to the participants but also to the training team (who may use the outcomes to adapt the training provision) and to the commissioning parties.

The follow-up seminar may also be used to review and consolidate the ground-work laid during training. The following thematic priorities, articulated as areas for consolidation following the pilot, may serve as examples:

- Further deepening of human rights training methodology<sup>33</sup>, including adaptation of human rights education methods
- Methods for enhancing analytical skills<sup>34</sup>
- Consolidation of children's and young people's rights to participation.

## Impressions from workshops



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## IMPRESSIONS FROM WORKSHOPS



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## IMPRESSIONS FROM WORKSHOPS



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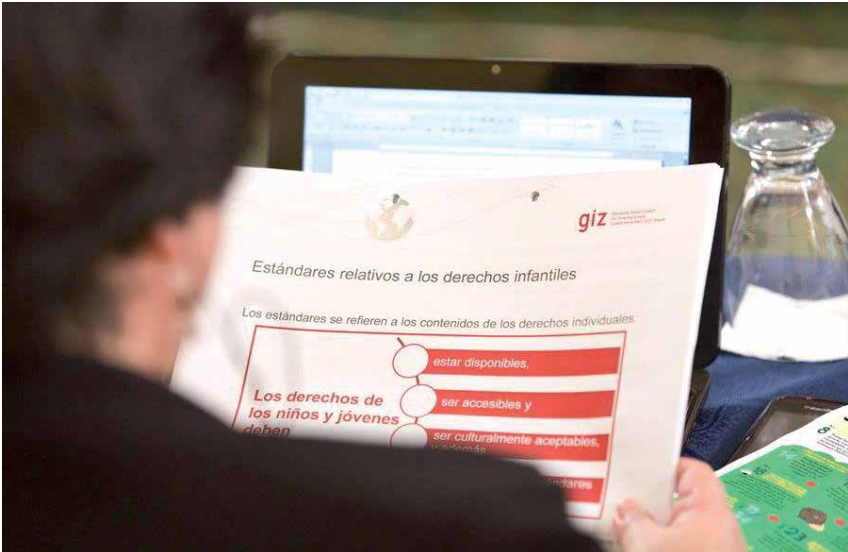


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## IMPRESSIONS FROM WORKSHOPS



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## List of abbreviations

- BMZ** ..... German Federal Ministry for Economic Cooperation and Development
- DC** ..... Development cooperation
- DIMR** ..... Deutsches Institut für Menschenrechte (German Institute for Human Rights)
- GIZ** ..... Deutsche Gesellschaft für Internationale Zusammenarbeit
- KfW** ..... Kreditanstalt für Wiederaufbau (KfW Group)
- NGO** ..... Non-governmental organisation
- OHCHR** ..... Office of the High Commissioner for Human Rights
- UN** ..... United Nations
- UPR** ..... Universal Periodic Review

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Sectoral project 'Realising the Rights of Children and Youth in Development Cooperation'

Friedrich-Ebert-Allee 40  
53113 Bonn, Germany  
Tel. +49 (0) 228 44 60 - 0  
Fax +49 (0) 228 44 60 - 1766

Dag-Hammarskjöld-Weg 1-5  
65760 Eschborn, Germany  
Tel. +49 (0) 6196 79 - 0  
Fax +49 (0) 6196 79 - 1115

info@giz.de  
www.giz.de/kinderrechte

In cooperation with  
Deutsches Institut für Menschenrechte  
Zimmerstraße 26/27  
10969 Berlin, Germany

KfW  
Palmengartenstraße 5-9  
60325 Frankfurt am Main, Germany

Editing  
Sabine Wolter, Bonn

Folder design  
Nikolai Krasomil, Wiesbaden  
www.design-werk.com

CD content design  
Kultur Marketing - Grafik  
www.kulturmarketing-berlin.de

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Division 304: Human Rights; freedom of religion; gender equality; culture and development

Postal addresses  
BMZ Bonn  
Dahlmannstraße 4  
53113 Bonn, Germany  
Tel. + 49 (0) 228 99 535 - 0  
Fax + 49 (0) 228 99 535 - 3500

BMZ Berlin  
Stresemannstraße 94  
10963 Berlin, Germany  
Tel. +49 (0) 30 18 535 - 0  
Fax +49 (0) 30 18 535 - 2501

poststelle@bmz.bund.de  
www.bmz.de